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GRADUATE ANNUAL

2015

Graduate Annual 2015

Dedication to Zane Robinson Wolf, Ph.D., R.N., FAAN



On behalf of graduate students, faculty, graduate directors, deans, and the Provost, we dedicate the third *La Salle University Graduate Annual* to Zane Robinson Wolf, Ph.D., R.N., FAAN, for her tireless efforts and contributions toward the growth of graduate studies at La Salle University.

Zane Wolf, Dean *Emerita* and professor of nursing in the School of Nursing and Health Sciences, has an outstanding record of achievement that spans several decades. Under her leadership, the School of Nursing and Health Sciences established a doctoral program in Nursing Practice; master's degree programs in Speech-Language Pathology and Public Health; a Family Nurse Practitioner track in the Master of Science in Nursing program; a dual MSN/MBA program; baccalaureate programs in nutrition and health studies; an R.N. to BSN program; and 10 certificate programs. Wolf co-developed the school's annual distinguished lecture and student research poster session to promote education in the field and to showcase student scholarship. In addition, Wolf oversaw the physical relocation of the school from Wister Hall to St. Benilde Tower.

Wolf is well-regarded among her colleagues and the professional community and has been the recipient of numerous national and international awards. She continues to teach in the undergraduate, master's, and doctoral nursing programs while co-chairing the Middle States Self-Study Steering Committee. We thank Zane for all of her efforts to enhance the culture of graduate studies at La Salle University.

Margaret M. McManus, Ph.D.
Associate Provost, Graduate Studies

Kimberly E. Lewinski, Ph.D.
Chair, Academic Quality Team for Graduate Studies

La Salle University Graduate Annual 2015

As La Salle University continues “Living the Promise” through excellence in graduate studies, we are proud to present the publication of the third *La Salle University Graduate Annual*.

La Salle University believes that graduate programs should encompass diverse areas of study, provide a foundation for the continuing evolution of new knowledge, and foster leadership. The 2015 edition of the *Graduate Annual* is a compilation of the best works of our students from the master's- and doctoral-level programs in the areas of arts and sciences, business, nursing and health sciences, and professional studies that exemplify these beliefs.

The projects in this *Graduate Annual* attest to the emphasis each discipline holds on combining theory and practice. Students demonstrate the diversity of their specialties through a range of projects on topics that include utilizing e-learning technology to better train eBay Enterprise clients; researching how communication between employees and their supervisor, specifically nonverbal communication, contribute to job satisfaction; employing self-monitoring tools that can decrease instances of verbal protest for students with autism; and discovering the positive effects read-alouds have on a struggling reader. In all programs, the Lasallian values are closely integrated as a literature review of research related to safe injecting facilities (SIF) is used to determine if such facilities are possible in the United States; and an explanation for the growing irrelevancy of Christ in the 21st century, how to retrieve it, and the possible implications of such a shift.

This multidisciplinary journal is a mechanism to recognize and reward the exceptional work that our graduate students do. Whether it is a paper on how the insurance companies recognize and control the costs for loss payments and loss adjustment expenses (LLAE) while trying to be profitable, a psychology doctoral dissertation study aimed at comparing the suppression of food- and eating-related thoughts on consumption and those factors known to influence eating behaviors, or a business project looking at the ethical implications on private politics, our graduate students reflect the diversity and breadth of contemporary scholarship.

Each graduate program was asked to nominate the best work produced by its graduate students in the previous year. The administration, faculty, and staff of La Salle University congratulate the students selected to represent their programs in this publication.

Kimberly E. Lewinski, Ph.D.
Assistant Professor of Education
Chair of the Graduate Academic Quality Team
Editor, 2015 *La Salle University Graduate Annual*

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Cosmic Christology and the Reclamation of Christ's Relevance in the 21st Century

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I. Introduction

I've been teaching tenth grade New Testament and eleventh grade World Religions for seven years, and I'm always amazed by the stark contrast in the reception these two courses receive among my students. Since I began teaching, my New Testament course has been met with universal disdain. Students are not enthusiastic about a semester dedicated to the life of Jesus and the first century-Church. My students are skeptical and, at times, downright dismissive of the course content, and they mostly struggle to identify any meaningful ways in which the life of Jesus and his teaching could impact or influence their lives in the twenty-first century. On the other hand, my World Religions class is always met with great anticipation among my eleventh grade students. My students admit they genuinely enjoy learning about the major religions of the world, and class time is filled with lively, intelligent and compelling conversation.

Upon the completion of each of my courses, I ask the students to complete an evaluation consisting of fifteen to twenty questions. Admittedly, though, I'm really only interested in the way my students respond to one of the questions: *Do you feel you have learned any new concepts that will be of importance to you later in life?*

The vast majority of the students in my World Religions course responds in the affirmative, and cite empathy, global awareness, an increased understanding of and appreciation for different cultures, the universal search for truth, and solidarity as the lessons they will take away from the course. It likely could go without saying, but most New Testament students respond with a resounding "no."

At the end of each year I'll spend a considerable amount of time lamenting over another failed New Testament class, and I'll pledge to overhaul the entire course over the summer break so that I can return to school in the fall with a course that will undoubtedly captivate their minds and change their hearts. That has yet to happen, and inevitably the overwhelming need to stroke my ego takes over. I convince myself that, after twelve years of uninterrupted Catholic education, my students have grown tired of studying Christianity, so naturally they dread New Testament as tenth graders but idealize World Religions as eleventh graders. Deep down though, I know it's an issue of relevance. The Christian story has simply become unintelligible for my students, and the importance of both Christ and being Christian in the contemporary world is increasingly difficult for them to discern.

My experiences in the classroom have provided the inspiration for

this paper. I've come to realize that addressing Christ's irrelevancy is not merely a challenge I face in the classroom, but rather is perhaps the most important issue facing Christianity in the twenty-first century. In her book *Christ in Evolution*, the Franciscan theologian and author Ilia Delio, O.S.F. posits that Christianity's survival is dependent upon its ability to formulate a Christology that both reflects and speaks to the contemporary world.¹ In this space to follow, I'll attempt to provide an academic explanation for the growing irrelevancy of Christ in the twenty-first century. Afterwards, I'll present the Cosmic Christ as the Christological formulation best suited to retrieve Christ's relevancy. Finally, I'll conclude with a discussion of a few of the possible implications involved in a shift toward Cosmic Christology in the twenty-first century.

II. The Problem of Christ's Growing Irrelevancy

The paper really began to materialize after I read the aforementioned *Christ in Evolution* by Ilia Delio. Within the text, Ilia Delio spends some time discussing the problem of Christ's irrelevancy. Within her reflection, Delio reviews some of the potential reasons for this problem that have been offered up by a few of the leading theologians in recent years. A diagnosis from the work of the theologian Ewert Cousins is among those Delio references. Cousins' theory leans heavily on the great scientific discoveries concerning the nature and origins of our universe that have been made over the last few centuries. Therefore, before Cousins' work can be adequately explained here, it's necessary to briefly review the relevant discoveries and the ways in which they've changed the way we understand the universe.

Evolution and Quantum Theory, two of the great discoveries to emerge from the scientific thought of the twentieth century, have radically changed the way we understand the universe. In *The Unbearable Wholeness of Being: God, Evolution and the Power of Love*, Ilia Delio, O.S.F. writes, "What makes the world in which we live specifically modern – what distinguishes it from past worlds – is evolution, a word that now defines all of science as a network of systems."² A constitutive element of an evolutionary view of the universe is the recognition that the universe in both incomplete and perpetually unfolding. "What we now know, Delio explains, "is that the universe is expanding and will continue to expand

1 Ilia Delio, O.S.F., *Christ in Evolution*. E-Book (Maryknoll, NY: Orbis Books, 2008), location 623/4553.

2 Ilia Delio, O.S.F., *The Unbearable Wholeness of Being: God, Evolution and the Power of Love*. E-book. (Maryknoll, NY: Orbis Books, 2013), location 626/4418.

indefinitely into the future.”³ Nothing in nature is fixed. On the contrary, everything that exists in nature is incomplete and in constant search of greater unity, increased complexity and more being. As such, it’s now more accurate to interpret existence as dynamic becoming, rather than stable being. This new evolutionary view of the universe challenges Newton’s model of the universe as a closed mechanical loop and allows for chance, unpredictability and openness in nature. An evolutionary view of the universe also perceives an intelligence in nature, as this dynamic becoming is always toward greater complexity and increased consciousness. There is an apparent direction in nature, with the universe moving toward a goal. In this way, nature moves with purpose and cause.

Quantum Theory has transformed the way matter is understood. The work produced in this field, beginning with Einstein’s theory of relativity, dismisses the once widely held notion that nature is built upon and primarily consists of fragmentary, autonomous parts. The new quantum view of reality is marked by wholeness, interconnectedness and dependency. We now know that existence is grounded in connectivity and relationship. Separateness is an illusion. To pursue an individual existence is to commence the process of decay and death. Furthermore, created realities are not only connected, but they also actively seek out greater, more complex systems of relationship.

We’ll now return to Cousins’ work, relying heavily on the excellent summary offered by Ilia Delio in the third chapter *Christ in Evolution*. Essentially, Cousins maintains that current Christological formulations are incompatible with twenty-first century human consciousness. According to Cousins, the most prevalent Christological image presented today, the notion that Jesus, as true God and true man, actualized human potential for self-transcendence, was created by and tailored for a first axial consciousness. The problem, though, is that humanity now operates out of a second axial consciousness. For Cousins, the second axial consciousness emerges with the advent of the twenty-first century. This second axial consciousness, which Cousins describes as “global,” “communal,” “ecological” and “cosmic,” is a product of the technological innovations and advancements of the modern era.⁴ Human connectedness is more apparent than ever, and as a result, “For the first time since the appearance of human life on our planet, all of the tribes, all of the nations, all of the religions are beginning to share a common history.”⁵

The phenomenon of an evolving human consciousness has serious implications for the future of religion. Ilia Delio perfectly assesses the situation:

The second axial period challenges the religions to bring about a new integration of the spiritual and the material, of sacred energy and secular energy into a total human energy. Thus it encourages dialogue, community, and a relationship with growing awareness that each person is something of the whole. The field of quantum physics offers an understanding of the material world that radically differs from the past. Matter and energy are interrelated, and what was once under-

stood as atoms, the building blocks of matter, are now seen to be interrelated particles. From an evolutionary viewpoint, the whole of humanity emerges from a common set of proteins and, while genetically divergent, shares the same genetic materials with lower species. The “electronic mind,” the Internet, offers global connectivity and instant communication across boundaries of languages, cultures, religions and ethnicities. The advancement of technology and science, therefore, has rendered the second axial period person a global, pluralistic person, an interrelated being in search of identity and relationship. No longer is the human person content with the subjective, reflective critical awareness of the first axial period. Now one is in need of relatedness.⁶

Religion must evolve along with human consciousness if it is to have any relevance and influence. For Christianity, this evolution would consist of a reformulated Christology that is better suited to engage twenty-first century thought.

A meaningful Christological model recognizes and speaks to the defining characteristics of a culture and understands the most pressing issues. If this is true, then any relevant Christology in the twenty-first century will account for the ways in which the scientific discoveries of the last two hundred years have influenced humanity. Unfortunately, at least up to this point, Christianity has done little to indicate it’s up to the challenge. The theologian John Haught, who has dedicated a great portion of his academic career to examining the relationship between theology and religion, writes:

With rare exceptions, Christian thought has not yet looked carefully at the dramatic implications of evolutionary biology and astrophysics for our understanding of God and the world. Ecclesiastical institutions and most religious education still cling at least tacitly and sometimes literally to ancient and medieval images of a fixed universe, primordial human innocence, a historical fall, and a creator who watches over the natural world from up above.

Most theologian, it is true, allow vaguely or notionally for biological evolution and Big Bang cosmology, but they have scarcely begun to focus on, and think in depth about, the potentially explosive religion implications of the new historical understanding of the universe now taking shape in scientific thought.⁷

Instead, Christianity continues to employ an image of Christ crafted at a point in time when the world subscribed to a medieval cosmology. A view of the universe as unchanging, ordered and mechanical gave rise to our traditional understanding of Christ as static and solitary.⁸ Medieval cosmology has become increasingly unintelligible, and, consequently, Christ’s relevance for the world has become difficult to explain and defend.

If Christianity is to reclaim its relevance, it needs a new Chris-

3 Delio, *The Unbearable Wholeness of Being*, location 756.

4 Delio, *Christ in Evolution*, location 570.

5 Delio, *Christ in Evolution*, location 559-570.

6 Delio, *Christ in Evolution*, location 578.

7 John F. Haught, “Teilhard de Chardin: Theology for an Unfinished Universe,” in *From Teilhard to Omega: Co-Creating an Unfinished Universe*, E-book, ed. Ilia Delio, O.S.F. (Maryknoll, NY: Orbis Books, 2014): location 201.

8 Delio, *Christ in Evolution*, location 3194.

theological model. In the next section, I'll attempt to present the "Cosmic Christ" as the Christological rendering best suited to articulate the meaning of Christ in an evolutionary universe. I'll begin by briefly tracing the historical development of this image, then, relying heavily on the contributions of the Franciscan intellectual tradition, I'll layout the defining elements of this model. The section will conclude with a discussion of some of the ways in which the Cosmic Christ complements an evolutionary view of the universe/second axial consciousness.

III. Cosmic Christology and Its Compatibility with 21st Century Scientific Thought and Consciousness

Development of Cosmic Christology

While this section will not attempt to present the complete history of Cosmic Christology, it is worth noting that Cosmic Christology is not incompatible with sacred scriptures. Several New Testament texts, which include, but are not limited to, John's Prologue, 1 John 1:1-3, Colossians 1:15-20, and Ephesians 1:3-14, provide evidence that even the earliest followers of Jesus sensed that the significance of his life far surpassed his time on earth. These texts indicate a discernible evolution of faith among the earliest members of the Christian community. The meaning of faith among first century believers seemingly shifted from an encounter of the historical Jesus to a belief that in and through Jesus the divine purpose is revealed and achieved.⁹

Belief in the cosmic significance of Christ was adopted and developed by the writings of the Eastern Church Fathers, but then fell out of favor with the rise of Western Christology. The development of Western Christology initiated a shift away from the cosmic and toward the historical-factual. Greater emphasis was placed on discussing the ways in which the historical events of Jesus' life saved, while any explorations into Jesus' place within and relationship to the universe were mostly dismissed as "mythology" and "speculation."¹⁰ Zachary Hayes explains, "The cosmic dimensions would remain in the treatment of eschatology and the final destiny of the material universe, but would play little if any role in the presentation of Christology."¹¹

Increased focus on the saving work of God began around the fourth century and continued through the medieval period, with theologians from Augustine of Hippo to Anselm of Canterbury and eventually Thomas Aquinas all agreeing that sin alone compelled God to become human. Consequently, themes such as human sinfulness, guilt and the saving work of Christ dominated Western Christological discussion.¹² Though most medieval theologians identified Adam's sin as the reason for the Incarnation, some struggled to accept the Incarnation as an entirely contingent event. Some of the more notable detractors emerged from within the Franciscan intellectual tradition. Franciscan scholars, includ-

ing Alexander of Hales (d. 1245), Bonaventure of Bagnoregio (d. 1274) and John Duns Scotus (d. 1308), returned to the works of the Eastern fathers in order to establish a relationship between creation and Incarnation. For these Franciscan theologians, the Incarnation was not merely an isolated historical event but rather the reason for creation itself. Ilia Delio explains that, in the Franciscan Christological formulation, "Christ is not accidental to or an intrusion in creation, but the inner ground of creation and its goal."¹³ The Franciscan school places the notion of becoming human as first in the mind of God, prior even to creation itself. In doing so, these Franciscan theologians successfully freed the Incarnation from its dependency on sin.¹⁴ Hayes finds it fair to claim that the work produced by the Franciscan scholars of the Medieval Period gave rise to Cosmic Christology as we know it today:

It is nonetheless true to say that the Franciscan tradition, at least in its classical authors from Alexander of Hales to Scotus, including Bonaventure, did not limit the discussion of the meaning of Christ to the reality of the cross. While the cross was always important, it was never the entire story. The tendency of theologians was to move from the story of Jesus and the cross/resurrection to the widest possible horizon. They developed a style of reflection that is today called Cosmic Christology.¹⁵

Cosmic Christology in the Franciscan Tradition

Franciscan Christology, with its emphasis on Christ's cosmic influence and primacy, is a compelling alternative to the prevailing Western Christological model and therefore merits further exploration. Admittedly, an exhaustive review of Franciscan Christology lies outside the scope of this paper. This section will limit itself to a discussion of some of the more constitutive elements of Franciscan Christology, namely Trinity, creation and its relationship to Incarnation, and the Primacy of Christ, and the inherent value of the created order. To do so, I'll rely heavily on the contributions of Bonaventure and John Duns Scotus. At the conclusion of this section, I will explore the ways in which the Cosmic Christ of Franciscan Christology complements our current understanding of the universe and second axial consciousness.

Bonaventure's unique reflections on God's triune nature and the relationship he establishes between Trinity, creation and Incarnation are his greatest contributions to Cosmic Christology.¹⁶ Any exploration of Bonaventure must begin with a review of Bonaventure's Trinitarian model because, as Ilia Delio notes, "The Trinity is the foundation upon which Bonaventure constructed his entire theological vision."¹⁷

Bonaventure understands the Trinity to be a dynamic and expressive triune community of persons-in-love.¹⁸ Although a student of Western theology, Bonaventure's model of the Trinity is rooted in the Greek patristic tradition, which emphasizes the person of

9 Zachary Hayes, O.F.M., "Christ, Word of God and Exemplar of Humanity: The Roots of Franciscan Christocentrism and its Implications for Today," *The Cord* 46.1 (1996): 7-8.
10 Delio, *Christ in Evolution*, location 966.
11 Hayes, "Christ, Word of God and Exemplar of Humanity," 8.
12 Delio, *Christ in Evolution*, location 1028.

13 Delio, *Christ in Evolution*, location 1073.
14 Delio, *Christ in Evolution*, location 1050-1073.
15 Hayes, "Christ, Word of God and Exemplar of Humanity," 6.
16 Delio, *Christ in Evolution*, location 1105.
17 Ilia Delio, O.S.F., *Simply Bonaventure: An Introduction to His Life, Thought, and Writings* (New York: New City Press, 2001): 40.
18 Delio, *Simply Bonaventure*, 50.

God. Within this tradition, the Trinity is understood as a structure of persons related by origin, in which each person is not defined by what it is itself, but rather by who it is in relation to another. To this patristic foundation Bonaventure adds the sixth-century writer Pseudo Dionysius' claim that God is self-diffusive goodness, and thus is able to conclude that the Trinity is grounded in the good. While goodness constituted God's identity, it does not exhaust the meaning of the Trinity of persons. For that, Bonaventure relies on Richard of St. Victor, who in his own work identified love as the highest form of good. Identifying God as love enables one to argue for a plurality within the Godhead because for there to be love there must be relationship. Simply stated, God is either love, and therefore plural, or God is singular and something other than love. Taken one step further, Richard claims there must be three divine persons within the Godhead because the perfection of love is for the lover and the beloved to share that love with another. The two concepts of God as goodness and God as love, derived from the works of Pseudo-Dionysius and Richard of St. Victor respectively, enable Bonaventure to create a Trinitarian model marked by two characteristics, self-communicative goodness and personal love.¹⁹

Bonaventure contends that God cannot be conceived of as anything other than Trinity.²⁰ God is a relationship of triune love and cannot be known apart from these relationships. Here Bonaventure again deviates from the more familiar Western Trinitarian formulation. The traditional model, first presented by Augustine and later adopted and defended by Aquinas, insists that the three persons of the Trinity originate from the unity of divine being. Bonaventure rejects the notion that divine personhood is a derivative of divine essence, and instead equates personhood with being itself.²¹ For Bonaventure, the ground of being is relational. To be is to be with another.

The sharing of love in relationship does however give rise to a distinction of persons, and for Bonaventure, the distinction between the giver and the other who is receiver is the distinction between the Father and the Son.

Bonaventure attributes the act of giving to God the Father. The Father, in Bonaventure's Trinitarian model, is a mystery of eternal productivity. The Father is unmade and exists as the one true source and end of all things. Following the Neoplatonic theory stating that the more a being is prior, the more it is the fontal cause of production, Bonaventure envisions the unbegotten Father as the fountain fullness of self-diffusive goodness.²² The Father is infinite goodness, and the nature of goodness is diffusion of itself. Emptying then becomes the definitive dynamism of God. In other words, God is most fully God's self through the act of dynamic emptying, in which God entirely gives all that God possesses, namely infinite goodness, to another. The Father is the very act of self-emptying. The Father is the giving away. Furthermore, Bonaventure characterizes the manner of this emptying as personal

because the good given away is the highest good, love.²³

Bonaventure attributes the act of receiving to God the Son. The Father and Son share the same essence and are distinguished only by origin. The Son is secondary, though not subordinate, to the Father because the Father is unbegotten, whereas the Son is generated by the Father. Bonaventure defines the Son as the complete expression of the Father. Ilia Delio cogently summarizes Bonaventure's image of the Son, writing, "The Son is the total and complete expression of the Father because the Son is everything the Father is in one other than the Father. In the Son the Father expresses the totality of his being and the totality of what he can produce."²⁴

The Son is the Father's eternal and singular expression of the Father because the Son imitates the Father by virtue of the fact that the Son possesses all that the Father is. While the title "Son" effectively conveys the truth that the first and second Persons of the Trinity share the same essence, Bonaventure's preferred title for the second Person of the Trinity is "Word." Word is the pre-eminent title for the Son in Bonaventure's estimation because it suggests both a familiarity with the Father and emphasizes expression, which Bonaventure believes to be the definitive action of the Son. For Bonaventure, the difference between the Father and the Son is the difference between the mental word and the causal word. The mental word, or thoughts and ideas, of the Father is given expression in the Son, the causal word.²⁵ The Word is the channel through which all of the Father's expression takes place. The Father is hidden in the Son, and therefore the Son is the complete likeness and imitation of the Father because the Father can be known only through the Son.²⁶

The divine relationship finds its completion in the Holy Spirit. Delio, summarizing Bonaventure's model, explains, "The perfection of love requires three persons - the source of the love (the Father), the emanation of love proceeding from pure liberality (the Son), and the sharing of that love which proceeds as an act of the will (the Spirit)."²⁷ The Spirit is the offspring of mutual love shared between the Father and the Son. The Spirit is the bond of love between the Father and the Son.

Bonaventure's theology of creation is best understood as an extension of his concept of the relationship between the Father and the Son. Bonaventure describes creation, according to Ilia Delio, as a "limited expression of the infinite and dynamic love between the Father and the Son, emerging out of this relationship and exploding into 'a thousand forms' in the universe."²⁸ The entirety of Trinitarian life overflows into the world, grounding all of created reality in the self-communicative love of God. Each created reality is a finite and limited expression of the one inner Word of God. Delio continues, "The entire created world, therefore, is an objectification of that one inner Word; it is like an external Word that gives public expression to the inner Word of God's self

19 Delio, *Simply Bonaventure*, 40-43.

20 Ilia Delio, O.S.F., "Bonaventure's Metaphysics of the Good," *Theological Studies* 60 (1999): 231.

21 Ilia Delio, O.S.F., "Is Creation Eternal?," *Theological Studies* 66 (2005): 283-285.

22 Ilia Delio, O.S.F., *Crucified Love: Bonaventure's Mysticism of the Crucified Christ* (Quincy, IL: Franciscan Press, 1998): 30.

23 Delio, *Simply Bonaventure*, 45.

24 Delio, *Crucified Love*, 32.

25 Delio, *Simply Bonaventure*, 46.

26 Delio, "Metaphysics of the Good," 238.

27 Delio, *Simply Bonaventure*, 49.

28 Ilia Delio, O.S.F., "Revisiting the Franciscan Doctrine of Christ," *Theological Studies* 64 (2003): 12.

- awareness.”²⁹

Like Bonaventure, John Duns Scotus realized that created reality makes little sense apart from God. Intimate union characterizes God's inner life, and this union becomes the blueprint for all of God's activity outside of God's self. The two pillars of Scotus' doctrine of creation are contingency and the freedom of God. Scotus differentiates between God's activity within God's self and God's activity outside of God's self. Since God's essence is love, God is compelled to share love within God's self, which God accomplishes through God's triune identity. Conversely, God is not required to act outside of God's self, and therefore all of God's external activity, specifically God's creativity, is the result of a free choice on the part of God. Simply put, Trinity is what God must do, but creation is what God chooses to do. Furthermore, to correctly understand creation, it's essential that one acknowledge God's absolute freedom. Nothing about a created thing requires its existence. At the very core of every created item is the truth that it exists when it could otherwise not.³⁰ All of creation is dependent upon God for its existence.³¹

If it's true that creation is contingent, then it's impossible to claim that anything existing within the created order is unnecessary. Delio explains that in Scotus' theology of creation, nothing is “accidental,” “excessive,” “worthless,” or “trivial.”³² If all is necessary, then what exists must exist for a reason. Scotus believed a particular thing exists because God freely chose to create it. Stated more plainly, of all the infinite possibilities, this particular created order and all that it contains exists because God wills for it to exist.³³ Scotus concluded, then, that the existence of all created reality is both contingent and intentional. Created reality possesses nothing that necessitates its existence; rather, all exists because God freely chooses for it to exist. Furthermore, since creation need not exist yet does in fact exist, Scotus deemed it logical to assert that it exists for a reason.

If creation exists for a reason, the next logical question becomes, “What is the reason for creation's existence?” It's impossible to understand Scotus' view of creation without giving adequate attention to his insight into why God creates. In fact, the “why” of creation was the more compelling question in Scotus' estimation. Here, Scotus echoes Bonaventure when he insists that God creates because God is the perfect lover, and the perfect lover is not selfish or jealous but generous and generative. Thus God creates because God wishes for others to have God's love in themselves. In this way, God's activity outside of the Godhead is nothing other than an extension of God's internal exchange of love. God's creative work is the manifestation of God's desire for others to experience his love.³⁴ God chooses to create simply because God wills to

extend love to others, to create “co-lovers.”³⁵

Implicit in the notion of a purposeful creation is the belief that creation has a goal or end. Complete communion is Scotus' interpretation of God's eschatological vision.³⁶ Before God created anything at all, God envisioned union in love as creation's final end. To accomplish this goal, God creates the world, but creation is only the first part of God's plan. The Incarnation, God entering into God's own creation, is the defining element of God's plan, and the means by which God ultimately accomplishes his vision.³⁷

Like many of the Franciscan theologians who preceded him, Scotus rejected the notion that the Incarnation was God's response to human weakness, or a remedy for sin. Instead, Scotus insisted that the Incarnation was always God's intention, an idea present within God's mind from the very beginning. This notion is known as the doctrine of the Primacy of Christ. Ilia Delio succinctly summarizes Scotus' doctrine of the primacy of Christ:

Scotus maintains that God became human in Jesus out of love (rather than because of human sin) because God wanted to express God's self in a creature who would be a masterpiece and who would love God perfectly in return...Christ is the first in God's intention to love. Creation is not an independent act of divine love that was, incidentally, followed up by divine self-revelation in the covenant. Rather, the divine desire to become incarnate was part of the overall plan or order of intention...The idea that all of creation is made for Christ means that for Christ to come about there had to be creation, and, in this creation there had to be beings capable of understanding and freely responding to divine initiative. Creation was only a prelude to a much fuller manifestation of divine goodness, namely, the Incarnation.³⁸

Before God created anything, God chose Incarnation to be the means by which God would accomplish the communion God envisioned. Ilia Delio continues:

For Scotus, therefore, the Incarnation takes place in light of God's glory and not in light of any sin which might be committed prior to the Incarnation. The Incarnation represents not a divine response to a human need for salvation but instead the divine intention from all eternity to raise human nature to the highest point of glory by uniting it with divine nature.³⁹

Unlike many of the medieval theologians who framed the Incarnation as a conditional act in response to humanity's Fall, Scotus presented the Incarnation as a necessary act. If God wanted to unite all in a communion of love, God would need to become Incarnate.⁴⁰ Dawn Nothwehr offers a helpful analogy to explain Scotus' belief that God intended the Incarnation from the begin-

29 Delio, “Revisiting the Franciscan Doctrine of Christ,” 13.

30 Daniel P. Horan, O.F.M., “Praying With the Subtle Doctor: Toward a Contemporary Scotistic Spirituality,” *The Cord* 58.3 (July-Sept 2008): 240.

31 Dawn M. Nothwehr, O.S.F., *The Franciscan View of the Human Person: Some Central Elements*, Franciscan Heritage Series 3 (2005): 46.

32 Ilia Delio, O.S.F., *A Franciscan View of Creation: Learning to Live in a Sacramental World*, Franciscan Heritage Series 2 (2003): 38-39.

33 Mary Elizabeth Ingham, C.S.J., *Scotus for Dunces: An Introduction to the Subtle Doctor* (St. Bonaventure, NY: The Franciscan Institute, 2003), 41.

34 Allan Wolter, O.F.M., “Scotus' Eschatology: Some Reflections,” in *That Others May Know and Love – In Honor of Zachary Hayes, O.F.M.*, ed. Michael F. Cusato, O.F.M. and F. Edward Coughlin, O.F.M. (St. Bonaventure, NY: The Franciscan Institute, 1997), 320-321.

35 Ingham, *Scotus for Dunces*, 49.

36 Wolter, 339.

37 Mary Elizabeth Ingham, C.S.J., “John Duns Scotus: An Integrated Vision,” in *The History of Franciscan Theology*, ed. Kenan B. Osborne, O.F.M., (St. Bonaventure, NY: The Franciscan Institute, 2007), 231.

38 Delio, *A Franciscan View of Creation*, 34.

39 Delio, “Revisiting the Franciscan Doctrine of Christ,” 9.

40 Horan, “Praying with the Subtle Doctor,” 232.

ning. Nothwehr writes:

Like a diligent artist who envisions a landscape and who then begins to execute the design by creating the background that will support the whole work, so too, before the beginning of time, Scotus contends, God freely planned the Incarnation.⁴¹

The Incarnation is the blueprint for all of creation. The entirety of creation is modeled after Christ, all is designed according to the union of the infinite and finite achieved in Christ, and creation is destined for that same union.

For Scotus, Christ not only embodies the union that God envisions for creation, Christ also acts as mediator of that union. Through the Incarnation, God reveals divine love and invites creation to participate in that love by becoming Christ-like. Creation's evolution is best characterized as a process of christification, whereby communion with God is achieved through imitation of Christ.⁴² Ideally, each created reality first encounters the love of the Incarnate God personally, then, in one's own life, becomes that love for others.⁴³ Each created reality reaches its fullest potential by receiving and returning God's love to the highest degree its particular nature allows.

Taken together, contingency, God's freedom, God's eschatological vision and the Primacy of Christ enabled Scotus to formulate a positive assessment of created reality. Each and every thing possesses and inherent value and dignity, a truth Scotus discussed extensively in his theory of individuation. The definitive element of Scotus theory of individuation was the principle of haecceitas, literally "this-ness." Haecceitas is grounded in the dignity each thing inherently possesses because it has been willed into being and sustained by God. Within medieval philosophy, it was common practice to develop a definition of an individual thing's identity by listing what that particular thing was not. However, Scotus deviated from this model and instead chose to more positively frame the identity of a created thing, to speak of a thing in terms of its haecceitas. For Scotus, each created reality is a "this" and not merely a "not that." Each creature possesses a particular identity unique to itself, each item of creation is a "once in eternity" event never to be repeated. Mary Beth Ingham succinctly captures Scotus' notion, defining haecceitas as "the ultimate reality of any being known to God alone."⁴⁴ One's this-ness is more than one's nature or personality, and it can never be reproduced or copied. Ingham continues, "We can never identify, exhaust, define or list the qualities, properties and characteristics that make up a particular individual, because they are one of a kind in that person."⁴⁵

Through his principle of haecceitas, Scotus affirmed the value and dignity of the created order. Created items are not lacking or deficient. They do not need to acquire value; rather, each possesses an inherent goodness from the very beginning. Daniel Horan perfectly captures Scotus' positive view of creation when he writes:

It is not what we do, what we have, or how we act that makes us loved by God and worthy of love from others. Rather, it is who we are – individually created, willed and loved into being by God – that is the source of our dignity and value.⁴⁶

Not only does Scotus' theory of haecceitas defend the dignity of created things, but it also has implications for our efforts to know God more fully. If each created thing is a once in eternity event, then each created thing has the ability to reveal God in a unique way. Each work of art, in its particularity, reveals something about the artist. Ilia Delio explains, "Things are God-like in their specificity."⁴⁷ Each and every thing manifests God simply by being itself.

Cosmic Christology's Compatibility with an Evolutionary View of the Universe/Second Axial Consciousness

Previously, this paper identified Christ's irrelevance in the modern world as the most serious threat to Christianity today. To this point, Christianity has mostly failed to articulate the importance of Christ in the twenty-first century. The second axial person of the twenty-first century seeks relationship, improvement and integration, and, quite simply, traditional formulations of Jesus as the individual superhero with us playing the role of the lowly spectators to the divine drama no longer carry any significance.⁴⁸ Having now examined the major elements of Cosmic Christology, I'll attempt to highlight five of the ways in which Cosmic Christology complements an evolutionary view of the universe and second axial consciousness. The section will only serve as a basic sketch, but, with that being said, I do find the prospective relationship to be exciting and full of possibility.

1. Big Bang theory posits that the universe can be traced back to a single point. As such, all created reality shares a source of origin. Despite the diversity and multiplicity found in nature, all of creation is linked together by its shared starting point. Does not Bonaventure's Trinitarian formulation, then, seem entirely compatible with Big Bang science? According to Bonaventure, the infinite love of the Father overflows from within the inner life of the Trinity, rendering creation an external extension of the single act of the Father loving the Son. Moreover, Bonaventure's understanding of the Father as infinitely fecund pairs well with our new understanding of the universe as unfinished and in a state of expansion.⁴⁹

2. The importance of relationship is another point of compatibility. The most recent scientific discoveries describe the cosmos as a complex web of relationships in perpetual search of greater union. For Bonaventure, the Trinity is most accurately understood as a relationship. And furthermore, the Trinity, a triune unity of persons in love, is the blueprint of creation. Delio writes, "Franciscan theology helps us appreciate that Trinity means God is relational, self-communicative, and personal love. God is a com-

41 Nothwehr, 53.

42 Nothwehr, 53-54.

43 Horan, "Praying with the Subtle Doctor," 234.

44 Ingham, *Scotus of Dunces*, 54.

45 Ingham, *Scotus for Dunces*, 53.

46 Horan, "Praying With the Subtle Doctor," 237.

47 Delio, *A Franciscan View of Creation*, 39.

48 Delio, *Christ in Evolution*, location 3189.

49 Zachary Hayes, O.F.M., "Is Creation a Window to the Divine? A Bonaventurian Response," in *Franciscans and Creation: What is our Responsibility*, ed. Elise Saggau, O.S.F. (St. Bonaventure, NY: The Franciscan Institute, 2003), 94.

munion of persons in love. Because God is relational, relationship is at the heart of Christ who, as divine Word, is the center of the Trinity and hence center of creation.”⁵⁰ From a Christian perspective, then, created reality’s inherent desire for greater union mirrors the divine union of the Father and Son through the Spirit.

3. Additionally, we now know that as nature evolves it becomes increasingly complex. The universe is expanding, and as it expands, it is becoming something more, something greater and more complicated than it was previously. The truth of complexification could be related to the idea that creation has a goal, a notion Bonaventure and Scotus held in common. Both Franciscans understood complete union in love to be God’s vision for creation from the beginning. In this way, God is not distant and removed from creation, but actively and intimately involved, drawing creation toward greater union with God’s self. The explanation set forth by Bonaventure and Scotus allows for development and growth in creation. Hayes explains:

[This world] is a world that at its deepest level is marked by the radical potential to receive the deepest sort of self-communication of the mystery of the divine love into itself. Through its response to that divine self-communication, it becomes a created lover of the Uncreated Lover. According to Bonaventure, the deepest truth about the created world is that it has within itself the potential to become, through God’s grace something of what has already come to be in the mystery of Christ. Paraphrasing Bonaventure’s formulation, what has happened between God and the world in Christ points to the future of the cosmos. It is a future that involves the radical transformation of created reality through the unitive power of God’s creative love.⁵¹

God’s design is for creation to become something greater as it makes itself more open and receptive to God’s invitation to participation in the divine relationship.

4. *Holon*, a term coined by the twentieth-century author Arthur Koestler, is used to describe a created reality’s existence as a self-complete whole, and, simultaneously, a dependent part of greater whole. The word *holon* is a combination of the Greek “*holos*” meaning whole with the suffix “*on*” which suggests a particle, or part. A *holon*, then, is a whole-part. The idea of *holons* has been used as a new way to perceive the hierarchies that exist in nature. In the traditional understanding of hierarchy, rank, power and seniority are used to compare and distinguish between its members. But in a *holarchy*, “each person’s value comes from his or her individuality and uniqueness and the capacity to engage and interact with others to make the fruits of that uniqueness available.”⁵² This new way of defining identity and determining value may provide an opportunity to utilize Scotus’ oft-overlooked doctrine of *haecceitas*. For Scotus, each created reality is a “this,” a distinct, one-in-eternity creation of God with inherent value because it reveals God in its uniqueness. Each created reality is a whole insofar as it reveals God in a never to be repeated way. Each created reality, though, is also a part, one of the many metaphorical brushstrokes

the Divine Artist employs to create the one cosmic work of art, the universe. In this way, the value of each element of creation is derived both from its ability to uniquely reveal God and from the place it holds and role it plays in the larger whole.

5. The Franciscan doctrine of the primacy of Christ is perhaps the most intriguing connection to be made because the primacy of Christ offers a direction for evolution.⁵³ The discovery that all of life, including human existence, emerges from the chemical processes that are operative throughout the cosmos has resulted in the widespread opinion that existence is random, purposeless and ambiguous. From a Christian perspective, we need not fear that evolution is meaningless or accidental. The doctrine of Christ’s predestination insures that the changes, growth and development occurring in nature are purposeful and structured. The universe is moving toward a goal. God envisioned this goal from the beginning, and through Christ this goal is both revealed and achieved. Hayes writes:

God creates so that Christ may come into existence. So that Christ may exist, there must be a human race. But a human race needs a place in which to live. So it is that, for Bonaventure and Scotus, a cosmos without Christ is a cosmos without its head. It is like an arch without its keystone. It simply does not hold together. But with Christ, all the lines of energy are coordinated and unified; all comes together in unity and coherence; and all is finally brought to its destiny with God.⁵⁴

Without Christ, the universe’s direction is unintelligible. When Christ’s predestination is read into the cosmos, though, it is clear that the universe is becoming something greater than it is now, and evolution is the method by which God achieves the purpose for the universe that God had in mind from the very beginning. “Christ is the purpose of this universe and the model of what is intended for the universe, that is, union and transformation in God.”⁵⁵

I’d like to reiterate that the five connections listed above are not to be received as an exhaustive list. Instead, the intention of the list is simply to illustrate that there are discernible connections between the evolutionary view/second axial consciousness and Cosmic Christology. Having now explored Cosmic Christology and its potential compatibility with an evolutionary view/second axial consciousness, the paper will turn its attention to a discussion of some of the implications of adopting and employing the Cosmic Christ as the predominant Christological model in the twenty-first century.

IV. Implications

1. In *A Window to the Divine: Creation Theology*, Zachary Hayes insists that Christianity theology must deal with the shift in worldview that has taken place as a result of the scientific discoveries about the origins and nature of the universe. Hayes states, quite simply I might add, “A changed experience of the world

50 Delio, *Christ in Evolution*, location 1236.

51 Hayes, “Christ, Word of God and Exemplar of Humanity,” 12.

52 Delio, *The Unbearable Wholeness of Being*, location 923.

53 Delio, *The Unbearable Wholeness of Being*, location 2699.

54 Hayes, “Christ, Word of God and Exemplar of Humanity,” 13.

55 Delio, *Christ in Evolution*, 1236.

requires a change in theology.”⁵⁶ Scientifically, we live in a world marked by change and novelty, but religiously our world appears fixed and unchanging. For believers, this has caused what Hayes calls a spiritual schizophrenia,” a state in which “believers see the world through one pair of glasses religiously and through another pair in terms of the rest of life experiences.”⁵⁷

The modern era is the first era with a clear understanding of how the world began, and this knowledge has deeply affected all fields of Christian theology, but none more so than creation theology, the theology that specifically deals with the origins and nature of the cosmos. Traditional creation theology has become mostly irrelevant because it’s unintelligible as currently constructed. It requires the twenty-first century person to be medieval or pre-medieval in the world of faith.⁵⁸ Adopting Cosmic Christology as the basis for creation theology, though, might provide the language needed to reformulate a creation theology that best suits the sensibilities of an era heavily influenced by the scientific discoveries of the past two hundred years.

Traditional readings of Christian creation myths present a finished universe with Adam representing the perfect, complete human being. However, we now know that the universe is not fixed or finished, but rather is in a constant state of flux and growth. Also, an evolutionary view of human origins indicates that the human species improves as it evolves. The doctrine of Original Sin, built upon the premise of a fallen humanity, only adds to the problem. Without compromising the creative nature of God or the harmfulness of sin, Cosmic Christology could articulate a more comprehensible and helpful creation theology. According to Cosmic Christology, God creates the universe, but it is an unfinished universe which God gradually leads to the goal God has in mind for it. The goal, specifically union with God in love, is revealed in and through Christ. God moves the universe towards its goal by offering grace, or the possibility of greater relationship and union, at every stage.

Sin, then, is best understood as our failure to accept God’s offer of greater union and intensified being. Sin is not a lost possession, but is more properly understood as “a failure to move toward the only future God intends for us.”⁵⁹ Sin becomes an issue of relatedness and growth, which is entirely compatible with an evolutionary view of the universe and the human person. Sin is a refusal to change and become something more, something greater. Delio writes, “Sin is living in the exile of un-relatedness.”⁶⁰ Original Sin is not the loss of greatness, it’s the fear of accepting our true greatness. Christ’s glory is meant to be ours as well, but we must be open to transformation, we must be open to our possibility. Delio continues, “We are created with the capacity for God, but we resist our desire to be like God because we resist conversion – so we create our own gods, which increase our loneliness and separation.”⁶¹

Adopting Cosmic Christology could retrieve Christian creation theology from the trash heap of irrelevant, discounted myths and place it directly in the center of conversations about the future of the cosmos. Cosmic Christology provides the universe with a direction. Christ is the end toward which God creates, and movement toward that goal in part depends upon the human person’s ability to overcome the temptation to live an individual, separate existence and instead live in the truth of relatedness.

2. Explaining and defending the importance of Christ has become more challenging in the face of growing religious pluralism. Two-thirds of the world’s population is non-Christian. It’s true to say that Christ reveals God, but God is the God of all creation, and God reveals God’s self in a myriad of ways. It’s become increasingly more difficult to present Christ as anything more than one of the many paths that lead to the summit. The predominant Christological formulations of the day struggle because they are tribal in scope and present a Jesus whose influence is too narrow and limited. For a Christological formulation to be influential today, it must be broad and speak to all people, not just Christians. The “Cosmic Christ” certainly satisfies this prerequisite.

Cosmic Christology is especially effective because the Cosmic Christ not only reveals to us who God is, but also reveals to us who we are. The Christ of Cosmic Christology is so much more than the image of a white European male who has become synonymous with Western Christology. The Cosmic Christ, according to Delio, “is the symbol of what human beings really are and what is intended for all creation.”⁶² To reflect upon Christ’s own resurrection and glorification is to catch a glimpse of the destiny God intends for us. Delio describes the historical life of Jesus as a “divine Big Bang” in the history of the universe.⁶³ The Incarnation reveals to humanity its true identity, that is, matter with the potential for spirit. As humanity evolves, it becomes more Christ-like, which is to say, it becomes more God-like. In this way, Christ is not the exception to humanity but the expectation.

Christ not only reveals our destiny, but shows the way to achieve that destiny as well. This way, as revealed by Christ, does not require that we somehow overcome the limitations of the human condition. Quite the contrary, Christ reveals that salvation is nothing other than the actualization of humanity’s unfathomable potential for union with God. We become Christ-like by becoming more human, by opening ourselves to the possibilities of more life and more being that come from our willingness to enter more fully into relationship with God and creation. The Franciscan Gabriele Uehlein, O.S.F, speaks to this very notion when she writes, “When I contemplate the Christ-life, I contemplate the fullest life that is possible...The gospel life, that is, the revelation of God-with-us, is no less than my life in its fullest possible truth. Love loving.”⁶⁴

The Christ of Cosmic Christology reveals God, but perhaps more importantly, the Cosmic Christ reveals and represents the identity, meaning and destiny of the human person. In doing so, the Cosmic Christ emerges as the Christological formulation

56 Zachary Hayes, O.F.M., *A Window to the Divine: Creation Theology*, (Winona, MN: Anselm Academic, 2009), 32.

57 Hayes, *A Window to the Divine*, 8-9.

58 Hayes, *A Window to the Divine*, 32.

59 Hayes, *A Window to the Divine*, 62.

60 Delio, *Christ in Evolution*, location 270

61 Delio, *Christ in Evolution*, location 2839

62 Delio, *Christ in Evolution*, location 2377.

63 Delio, *Christ in Evolution*, location 2350.

64 Gabriele Uehlein, O.S.F., “Facing the Christ Incarnate: An Experience in Living Christology,” *The Cord* 48.2 (1998): 58

best equipped to articulate Christ's relevance in the twenty-first century.

3. It is no secret that humankind has inflicted serious harm upon the environment. While Christians are not the sole perpetrators, they are also not undeserving of blame. Christianity has harbored skepticism of the natural world for some time now. In his essay "Theology and Ecology in an Unfinished Universe," theologian John F. Haught shows that Christianity's detachment from and disinterest in the natural world is the result of a number of converging factors. On the one hand, faith in the "next world" has weakened any feeling of responsibility for this world.⁶⁵ We seem to be willing to allow this world to crumble because of our trust in the future "new creation" God has promised. Additionally, the influence of the philosophy of the Axial Age cannot be overlooked. During the era, the belief emerged that the fulfillment of human destiny required a withdrawal from this world. We became merely pilgrims or visitors in this world, always seeking to escape this temporal existence.⁶⁶ Overtime, detachment from the material world became a constitutive element of an authentically religious life. Haught admits modern Christian theology has done little to repair the divide between humanity and nature. Most contemporary theologians in the modern era appear content to leave issues of the natural world to science.⁶⁷

Haught smartly recognizes that the discovery of evolution and subsequent realization that the universe is unfinished presents Christianity with an opportunity to resituate human restlessness within the larger picture of the cosmos' own journey toward completion.⁶⁸ The human search for transcendence is nothing other than an extension of the universe's own desire for completion. Here Cosmic Christology becomes helpful. An essential component of Cosmic Christology is the belief that God creates with a goal in mind. The universe is not aimless but headed toward a goal that God has had in mind since the beginning. Furthermore, God's vision for a completed creation is not limited to human beings but includes the entire cosmos. Gabriele Uehlein writes, "It could never be the intent of the God who birthed creation in love to discard eventually the physical cosmos."⁶⁹ The human person would do well, then, to realize that his or her own search for salvation is intrinsically linked to the completion of the cosmos. Haught believes that a Christian vision that accounts for a cosmos that is in process "will lead us to strive not to get out of the world but to do what we can to shepherd this still unfinished universe toward the fulfillment of the promise that underlies and impels it toward the future."⁷⁰

Cosmic Christology provides an incentive for Christians to become more involved in the world, and this involvement need not be limited to ecological issues. An evolutionary view of the universe reveals that salvation is best understood as completion.

Cosmic Christology depicts completion as complete union in love with God, and the truth of Christ's own glory is evidence that we can trust this time of completion will arrive. Until that time of completion, though, we are called to be Christ-like and work to bring completion and wholeness in every facet of our lives. Delio writes:

To be Catholic is to live in conscious evolution, to be actively engaged in this unfinished universe as co-creators of justice, peace, mercy and compassion. Catholic is less what we are than what we do; catholicity is a virtue of relatedness, a dynamic energy of whole-making.⁷¹

V. Conclusion

The truth of evolution has the potential to radically change and improve the way we experience God, the world, and one another. Unfortunately, our static theology and medieval understanding of the universe precludes us from truly considering the implications in any meaningful way. Ilia Delio writes, "On the whole we are not conscious of evolution; we do not live as creatures in evolution, and we do not act as if our choices can influence the direction of evolution."⁷² I do not believe Cosmic Christology is a catch-all solution, and I admit there is still serious work to be done, but I do hope the reflection on Cosmic Christology offered above will at least demonstrate the possibilities available to us when we allow for Christ to be born anew.

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 66 Haught, "Theology and Ecology in an Unfinished Universe," 13.
 67 Haught, "Theology and Ecology in an Unfinished Universe," 14.
 68 Haught, "Theology and Ecology in an Unfinished Universe," 17.
 69 Uehlein, "Facing the Christ Incarnate: An Experience in Living Christology," 58.
 70 Haught, "Theology and Ecology in an Unfinished Universe," 18.

71 Delio, *The Unbearable Wholeness of Being*, location 4261.
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Convert Client Training to eLearning

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Project Summary

Project Name: Convert Client Training to eLearning

Organization: eBay Enterprise Inc. (EE)

Focus Area: Converting existing software training for clients from instructor-led to an online eLearning course that is accessible to clients at any time.

Date: August 31, 2014

Prepared By: Kevin Clark

Project Purpose

The purpose of the project is to utilize eLearning technology to better train eBay Enterprise clients, while at the same time reducing training costs and improving client satisfaction.

Executive Summary

eBay Enterprise Inc. (EE) provides end to end e-Commerce solutions for large clients such as Toys R Us, Sony, Ralph Lauren, and Dick's Sporting Goods. EE must train their clients how to use proprietary software to manage their website. To date this training has been 100% instructor-led. An eLearning experience will improve client education and reduce costs for EE and its clients alike.

Scope

The final deliverable for this project is a single eLearning course made up of several smaller modules that focus on the EE Manager software application. The course will be accessible to clients via the EE LMS 24 hours a day. The course will be created using Articulate Storyline and will include interactive video as well as audio for each module. Each of the modules will have assessments to gauge the learner's knowledge of a given topic. Signatures will be required by the project manager and SME before each module is considered complete. Once all modules have been signed off on, a final course approval will need to be obtained from the Project Manager and SME before the project is considered complete.

Product Description

1. Course Title, Organization and Description

- “EE Manager” eLearning Course
- eBay Enterprise Inc.
- Course Description— this course is an eLearning education course for business users of EE clients who use the “EE Manager” software application to maintain their websites. This course covers the day to day tasks business users must perform to optimize the performance of their website and to correct any issues with their site. The eLearning module is easy to use and accessible to business users 24/7 to accommodate their busy and varying schedules. The eLearning module breaks down and simplifies complex tasks and confusing terminology in a manner that can be absorbed and reviewed easily by learners. Interactive software simulations are used throughout the instruction, giving the learners the ability to both observe and practice common daily tasks in a realistic but safe environment. In essence, they receive real world practice without any ramifications to their website if errors are made. Interactive slides are used throughout the instruction to reinforce the concepts being taught. In addition, each module of the course contains an assessment at the end to gauge the learner's knowledge. Learners must be able to pass the assessment before the module is considered complete. Learners are also able to download related documents and job aids to assist in the retention of the material and provide a quick reference while performing tasks in the real world. The course is divided into smaller units, which allows flexibility in case a learner only needs training in a specific area of EE Manager.
- Scope—the course will cover:
 - Common Storefront Editing Concepts and Terminology
 - Uploading New Images
 - Scheduling Images to Go Live

2. Overall Goal:
The overall goal for learners completing this course is to be able to perform common business user tasks required to run their website on a daily basis.
3. Course Objectives:
By completing this course, new business users will be able to:
 - Define key terminology used throughout the “EE Manager” software application
 - Demonstrate the ability to upload images into “EE Manager”
 - Demonstrate the ability to schedule images to go live in “EE Manager”
4. Assessment Evaluation Approach:
The intent of this course is to help business users perform tasks required to maintain their website for optimal performance. In order to measure the effectiveness of the course, the following assessments will be conducted.
 - Level 1 Assessment – an electronic survey link at the end of the course which contains questions to measure the learner’s reaction to the course itself.
 - Level 2 Assessment – At the end of each module, learners will be asked to either complete interactive quiz questions, or perform a graded software simulation where they must click in the correct spots. Learners will be required to obtain a passing score before the module is considered to be complete.
 - Level 3 Assessment – 90 days after training is complete an electronic survey will be sent to learners which contains questions to measure the impact that training has had on their daily jobs. In addition, a select group of client EE Manager power-users and people managers will be identified and interviewed to assess the impact of training.
 - Level 4 Assessment – 1 year after the training has been implemented, a cost analysis will be performed to determine the business impact of the training. Areas to be analyzed include but are not limited to training expenses, travel expenses, customer satisfaction, and volume of client support tickets.

Learning Outcomes

Knowledge Level – Given an eLearning instructional module, learners will demonstrate the ability to define key terminology by responding correctly to 80% of the terms presented. The assessment includes multiple choice, matching, and True/False questions. The learner will have two chances to complete the assessment correctly before having to re-take the entire module.

Knowledge Level – Given an eLearning instructional module, learners will demonstrate the ability to manage content and images in EE Manager by responding correctly to 80% of the scenarios presented in a software simulation. The assessment requires the learner to click in the correct spot. The learner will have two chances to click correctly before moving to the next step.

Cost Benefit Analysis

The benefit of this course is that it will allow client business users to perform their jobs better, with fewer calls to EE support, and with reduced training and travel costs.

Historically, clients would attend a single instructor-led training and did not have adequate resources to review or practice what they had learned in training. Therefore clients would have to make many calls and open up many support tickets for tasks they should have been able to complete themselves. This wasted a lot of time and unnecessarily drained EE resources. When clients had new hires, they would have to wait for the next available training and then send their student to EE or pay to have EE come onsite. Or for new clients, EE would send a trainer onsite at their location for a week-long training. Either way this required training and travel costs. New hires also were not effective at their jobs until they received the training, so clients were losing a lot of productivity until their employee could be trained. With eLearning there will be no delay in training.

By implementing a comprehensive eLearning program, business users will be able to practice and review course content at their own convenience 24 hours a day and will not have to wait for the next available training. This enables them to be productive more quickly after being hired. eLearning also eliminates travel costs. There will be a cost to develop and maintain the eLearning content, but EE can utilize its existing LMS to host the content and existing software to produce the content. Over the long run, the costs savings will greatly outweigh the expenses.

Cost Comparison

Face to face classes

Trainer hours 40 x \$125 = \$5,000

Travel costs = \$2,000 average

Clients needing training per year= 30

Total = 30 x \$7,000 = \$210,000

eLearning classes

Development Hours 640 x 125 = \$80,000

LMS Admin and Maintenance per year = \$20,000

Total = \$100,000

The training and travel savings to eBay Enterprise and its clients in the first year is \$110,000. Each additional year will see \$190,000 in savings to eBay Enterprise and its clients.

Cost of new online training faculties \$200,000 depreciated over 5 years (straight line), \$40,000 a year...savings in year one.....\$80,000 over 5 years.....\$400,000

Project Team:

Kevin Clark	<p>Team Leader/Project Manager SME</p> <p>Kevin will lead the team and act as the Project Manager. Kevin is an eLearning developer and will share the workload in developing the eLearning content. He also used to conduct face to face EE Manager training.</p>	<p>484-868-3237</p> <p>kevclark@ebay.com</p>
Julie Ingalls	<p>EE Manager SME</p> <p>Julie is the Product Manager for the EE Manager software application and has extensive knowledge of how the tool is supposed to work. She has a team of developers to provide technical input.</p>	<p>610-491-7010</p> <p>jingalls@ebay.com</p>
Anja Peyfuss	<p>eLearning Content Specialist</p> <p>Anja has experience with Articulate Storyline and will help develop eLearning content</p>	<p>610-491-7005</p> <p>apeyfuss@ebay.com</p>
Joan Sikora	<p>Technical Trainer</p> <p>Joan is a current instructor led trainer for EE Manager and will provide valuable insight and technical expertise to each of the modules. She will also help develop eLearning content.</p>	<p>610-491-7564</p> <p>jsikora@ebay.com</p>
Patricia McFadden	<p>Technical Trainer</p> <p>Patty is a current instructor led trainer for EE Manager and will provide valuable insight and technical expertise to each of the modules. She will also help develop eLearning content.</p>	<p>610-491-7985</p> <p>pmcfadden@ebay.com</p>

CHECKLIST FOR SUBJECT MATTER (CONTENT) EXPERTS

Kevin Clark	Team Leader/Project Manager Kevin will lead the team and act as the Project Manager. Kevin is an eLearning developer and will share the workload in developing the eLearning content. He also used to conduct face to face EE Manager training.	484-868-3237 kevclark@ebay.com
Julie Ingalls	EE Manager SME Julie is the Product Manager for the EE Manager software application and has extensive knowledge of how the tool is supposed to work. She has a team of developers to provide technical input.	610-491-7010 jingalls@ebay.com
Joan Sikora	Technical Trainer SME Joan is a current instructor led trainer for EE Manager and will provide valuable insight and technical expertise to each of the modules. She will also help develop eLearning content.	610-491-7564 jsikora@ebay.com
Patricia McFadden	Technical Trainer SME Patty is a current instructor led trainer for EE Manager and will provide valuable insight and technical expertise to each of the modules. She will also help develop eLearning content.	610-491-7985 pmcfadden@ebay.com

The most effective way to provide instructional designers with content for an elearning project is to think about it as a lesson you wish to teach. Do not worry about how you are going to teach it, just think about the subject and what is important for them to know.

- Outline of what content is important and in what order it might be presented.
 - Clients need to know how to update the images and marketing content on their web sites. First, they will need a basic understanding of key terminology. Second, they need to know how to upload images into EE Manager application. Once the images are uploaded, they must be able to create a component so that image displays in a specific spot on the web site. Then, they must schedule a start and end date to determine how long that image should remain viewable on the website.
- List any prerequisites, knowledge or understandings or skills.
 - There are no pre-requisites required. It is recommended that students have experience performing content management tasks for websites and a basic computer skill set. No programming languages are required.
- For the major points list examples and non examples that help to clarify the points.
 - In the current instructor led class, users must complete a final independent activity which presents them with a realistic scenario that forces them to use the tasks that were taught during class. They must be able to upload new images and have them display in a certain spot on
- Prepare a list of case examples or real life activities that might help the learners get the main points.
 - An image is displaying on the web site that is incorrect and management says they need it changed right away. It is costing the company money. You need to be able to upload a new image and have it display on the web site within 30 minutes.
 - A new Halloween marketing campaign is starting next month. New images need to be displayed throughout the web site. You must be able to upload images and schedule them to appear in October, while also making sure the current images are removed.
- Supply any tests or assessments you currently use.
 - An image is displaying on the web site that is incorrect and management says they need it changed right away. It is costing the company money. You need to be able to upload a new image and have it display on the web site within 30 minutes.

To illustrate the major points, existing eBay Enterprise training materials for EE Manager, including user guides and Power-Point slides, will be collected. Within those materials there are examples and non-examples that will help to clarify the points that are provided during the eLearning. These will also be available for download during the eLearning.

the web site. The eLearning modules will contain a similar scenario where users are forced to click in the correct spot during a software simulation.

6. Supply any narration or text items that might help.
 - A. The current EE Manager User Guide will be used as a supplemental resource that can be downloaded via the eLearning course. There will also be job aids that can be downloaded which are specific to each module.
7. Describe any behaviors you want the learners to be able to demonstrate
 - A. During the eLearning module, users will need to be able to define key terminology and concepts.
 - B. Learners must also be able to upload an image into EE Manager and display that image in a specific location for a defined period of time.
8. Describe any concepts do you need the learners to understand
 - A. There is a hierarchy concept of a Page, a Page Template, and a Page Variant that needs to be understood. Learners need to understand how each one of these terms relates to the other. Even though they sound similar, their functionality is distinct.
 - B. Learners must understand how to schedule new images to appear, while at the same time making current images disappear. Otherwise there is a potential that both images will display at the same time and cause an unpleasant experience for the consumer
9. List any terms or vocabulary that needs to be understood. The following terms will be defined in detail during the eLearning course. A reference guide with definitions will also be supplied.
 - A. Page-
 - B. Page Template
 - C. Page Variant
 - D. Slot
 - E. Placeholder
 - F. Component
10. Are there any other sources (people, web sites, consultants) that might be helpful?
 - A. EE Manager is a proprietary application so there are no outside sources that will be helpful.

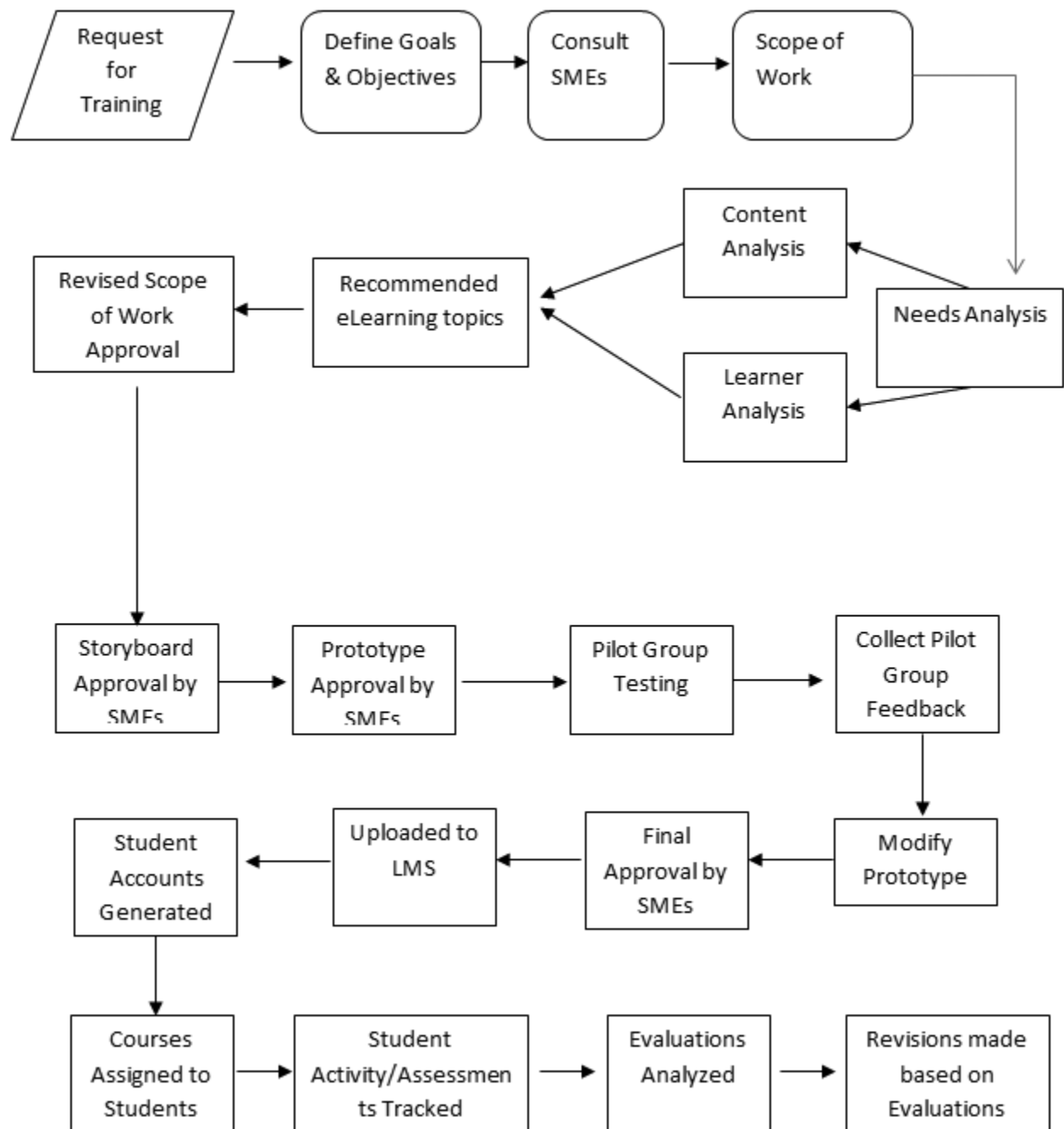
11. Go back to your outline and write down any key points you would tell our class if you were teaching this face to face. Write it like you were talking to the class. Do not worry about formatting.
 - A. Images on the web site are something that constantly needs updating and needs to be done in a timely manner.
 - B. Having incorrect images on the web site can lead to a decrease in revenue.
12. If there are any specific assessment needs include those.
 - A. Users must be able to upload an image
 - B. Users must be able to display an image in a certain spot on the web site.
 - C. Users must be able to schedule the image to appear for a defined period of time.

Summary

I think the SME checklist went very well the SMEs. They all understood the importance of the project and the potential improvement it could bring to eBay Enterprise. They are all committed to providing the necessary content to make sure the training initiative is a success. Based on the feedback and answers that I got, I think I am in good shape to develop effective eLearning.

While I don't think that access to SMEs will be an issue, I think there needs to be a contingency plan. So I have identified a few backup SMEs in case the current SMEs are not available. The backup SMEs include developers under Julie Ingalls team. They have a deep understanding of the software and can provide valuable information.

PROJECT FLOW CHART



LETTER OF INTENT CONTRACT

September 12, 2014

Kevin Clark

821 Kings Croft

Cherry Hill, NJ 08034

eBay Enterprise, Inc.

630 Allendale Road

King of Prussia PA 19043

Letter of Intent for: **eBay Enterprise Inc. – Convert Client Training to eLearning**

Dear eBay Enterprise Inc.,

This letter sets forth the terms of your agreement with the Technology Training Team (hereafter “Training Team”) for Training to perform services and/or create materials in connection with (the “Work”) for you (hereafter the “Client”), your grantees and licensees.

1. **Materials.** In order to facilitate completion of the Work, the Client agrees to provide the following materials (the “Materials”) for inclusion in the Work:

- Access to SMEs (Product Manager Julie Ingalls, Product Developers, Current Trainers)
- Current documentation, job aids and PowerPoint slides used in face to face training.

2. **Provision of the Materials.** You agree to deliver the Materials to the Training Team according to the following schedule:

- A. Needs Analysis, September 21, 2014 – September 28, 2014
- B. General Development: September 28, 2014 through December 8, 2014

Time is of the essence in connection with supplying such Material to the Training Team. Failing to provide the Materials to the Training Team in compliance with the specified due dates may incur additional charges to the Client. Should you miss a due date, the Training Team will notify you in writing of such additional charges. Any additional charges would be reflected in the final invoice and your signature below shall serve as your agreement to pay such charges. In addition, failure to deliver the Materials by a specified due date may necessitate changing a corresponding delivery date (see **Delivery** below). The Training Team would notify the Client in writing if such a change in delivery date were

necessary as a result of missing a due date for the Materials. If, after missing a due date for delivery of the Materials and receiving written notice of a change in the subsequent delivery date, the Client wished to terminate this agreement, the Client could do so by using the procedure detailed below (see Termination). The Client would, however, be liable for expenses and services as detailed under that procedure.

3. **Delivery.** The Training Team agrees to deliver the Work to the Client according to the following schedule:

4. **Compensation.** The Client agrees to pay the Training Team the sum of \$ 0.

The Work shall be considered complete when the Training Team delivers the materials specified under **Delivery** above by the designated due date.

Project Stage	Responsible Party	Target Date
Needs Analysis	Training Team	September 21, 2014
Creation and Approval of Course Objectives	Training Team, eBay Enterprise	September 28, 2014
Storyboard Creation	Training Team	October 19, 2014
Storyboard Approval	eBay Enterprise, Inc.	October 22, 2014
eLearning Prototype	Training Team	November 10, 2014
Prototype Approval	eBay Enterprise, Inc.	November 17, 2014
Final eLearning Modules	Training Team	December 8, 2014

5. **Future Rights/Royalties.**

All work and related content are the intellectual property of eBay Enterprise, Inc.

6. **Advertising/Promotion.** The Client authorizes the Training Team to make reference to the Work in promoting its efforts and performance and to cite the Work in its advertising and promotions.

7. **Confidentiality.** Except as notes below under exceptions, the Training Team agrees to treat all information provided by you in connection with this Letter Agreement and the Work, as proprietary and confidential, whether or not so identified, and shall not disclose the whole, or any part thereof, to any third parties, without your prior written consent. **Exceptions:** In advancing the further development of the present product or the development of subsequent products directly based upon this work, the Training Team may share with those it deems appropriate details of the Work or demonstrations of the product. the Training Team shall make every effort to protect the Work from potential competitors.

8. **Editing/Approvals/Changes.** The Training Team recognizes the importance of accuracy in the Work. The Client will be provided two opportunities to approve the content of the Work. The first of these will be considered to have been completed when you provide the Materials to the Training Team (see **Materials** and **Provision of Materials** above). You will have one additional opportunity to make minor editorial changes in the content for each module: when you receive the alpha version of a module. The deadline for submitting any such minor editorial changes for a module shall be 3 business days from the delivery of the alpha version of that module (see **Delivery** above). Changes shall be deemed to be "minor editorial changes" if they do not exceed 5% of the content (as determined by the Training Team).

The Client will incur additional charges if you request changes that exceed 5% of the content or if you request changes after the specified second date for changes. The Training Team will notify you in writing of such additional charges. These additional charges will be reflected in the final invoice and your signature below shall serve as your agreement to such charges. The Training Team shall be responsible for correcting any inaccuracies or errors introduced by its staff and such corrections shall not count towards any calculation of additional charges. Changes above and beyond the 5% level or changes after the specified date may also cause the Training Team to modify the delivery dates specified. If such a modification of delivery dates is required the Training Team will notify you in writing.

9. **Termination.** The Client may terminate this agreement by providing the Training Team with a letter stating the reason for such termination. The Client shall be liable for all expenses and services incurred by the Training Team to the point at which the Training Team receives that letter, not to exceed the total amount of this agreement (\$0.00). If the Client fails to deliver the Materials by the due dates specified above, the Training Team may terminate this agreement by providing the Client with a letter stating that cause. The Client agrees to be liable for all expenses and services incurred by the Training Team to the point at which the Training Team sends that letter, not to exceed the total amount of this agreement (\$0.00).

10. Copyright and Use Restrictions. You attest that any Materials supplied to the Training Team, regardless of medium, shall be free of copyright or trademark infringement and that the Training Team shall not, therefore, be held liable for any such infringement or violation, should such be subsequently discovered. In turn, the Training Team attests that any materials it supplies in completion of the Work shall similarly be free of copyright or trademark infringement and that the Client shall not, therefore, be held liable for any such infringement or violation, should it be subsequently discovered. If any materials provided by the Training Team shall have restrictions on use, the Training Team shall inform the Client in writing of such restrictions and shall document how they may be used.

11. Warranties and Representations, Indemnity. You warrant and represent that you have full right and power to enter into this Agreement; that you have rights to the Materials and that all necessary permissions and releases have been obtained by you prior to the use of those Materials; and that the Materials will not contain any libelous or otherwise unlawful material or violate any copyright or personal or proprietary right of any person or entity. You will defend any claim of breach of warranty and, if it is determined that you breached the warranties set forth herein, you will indemnify the Training Team for any loss it may suffer as a result of such a breach. You acknowledge that the warranties and representations herein shall survive the termination of this agreement.

12. Miscellaneous. This Agreement sets forth the entire agreement and understanding between you and the Training Team, and supersedes any prior agreements or understanding, whether oral or in writing. This Agreement and the rights and obligations of the parties shall be governed and construed under the laws of the State of Pennsylvania as if executed and fully performed therein. You may not assign or delegate your duties hereunder and any such purported assignment shall be void.

NEEDS ANALYSIS REPORT

Introduction

eBay Inc. is a technology company which consists of three distinct business divisions. eBay Marketplaces which runs the eBay.com website, PayPal which does online payments, and eBay Enterprise (EE) which provides end to end e-Commerce solutions for large clients such as Toys R Us, Sony, Ralph Lauren, and Dick's Sporting Goods. This needs analysis is centered around the eBay Enterprise business division. Clients can hire eBay Enterprise to develop and host their e Commerce website, while still allowing clients to update the images on the site themselves. eBay Enterprise can also be hired to take care of processing all of the orders from the web site and send those orders to the appropriate warehouse to make sure everything is shipped to consumers in a timely manner. If a client does not have their own warehouse, they can hire eBay Enterprise to do all of the fulfillment and shipping on behalf of the customer. Clients can also hire EE to do all their customer service and process returns. So depending on the clients' needs, eBay Enterprise can provide a full end to end eCommerce solution, so that

clients can have an online presence from which to sell goods.

eBay Enterprise has developed their own proprietary software called EE Manager which allows client employees to make updates to the images on their web site. The Technology Training Department of eBay Enterprise is responsible for training clients how to use this software. The Technology Training group consists of 3 trainers who provide instructor led classes and one eLearning developer. The trainers often travel around the country to the client sites in order to perform training. It is very important for EE that clients know how to use the software to optimize their website, because EE receives a percentage of sales from clients. So the more revenue that the client generates the more EE makes. Therefore EE has a vested interest in seeing clients succeed.

Background

EE must train clients how to use the EE proprietary software called EE Manager to run their website in order to perform functions such as changing the images that display on the website. To date, this training has been 100% instructor-led. During the instructor led class, students each have a computer from which to perform hands on exercises. The trainers lead the students through a series of exercises that simulate real world scenarios. A training environment is used that mimics their actual environment. Students are given exercise guides which contain steps to perform important tasks, but there is not context in the guides, just the actual steps. There is also a lot of information that is covered using PowerPoint slides during class. This slide deck is passed out to students before class.

The current instructor led training works well in the fact that it provides students with the ability to try things for themselves hands-on in a training environment. There is also a well thought out structure to the course which covers all of the topics that business users really need to know to perform their jobs. A lot of analysis has been performed to make sure this is the case.

The downside to the current training is that in post-class surveys, clients have complained about being overwhelmed with information during the instructor led class and not being able to remember what they were taught once they got back to their desks. They have the training materials that were handed out during class but they really want a place to be able to practice more, instead of just reading through the material. Students have also complained about not having the ability to go back and review information or practice skills that were presented during the class. This has led to an influx of support calls for issues which clients should be able to resolve themselves.

Another negative is that when clients have new hires that need training, they must incur the costs of sending those employees to EE for training, or pay for an EE trainer to come to their site. Since clients are spread out across the country, this is expensive. EE also offers a onetime free training to new clients, where EE incurs training and travel expenses. EE Management wants to alter the training approach to reduce costs, while at the same time improving the education that the client receives, thus making clients more productive.

Purpose

The purpose of the Needs Analysis is to determine if client training can be improved so that they are not overwhelmed and have a place to review and practice their skills. The needs analysis will also look to identify ways to reduce current training and travel costs for EE and its clients alike. The following is a cost benefit analysis that was performed for training.

Performance Needs Identified

Client business users must be proficient in updating the images on their website in a timely manner. Failure to update images used for things such as an advertisement for a promotion on the site, can cost the company a substantial amount of revenue. Consumers won't know about the promotion if the advertising image isn't there. They don't want to have an image that advertises a promotion that no longer exists. This can lead to angry customers. In order to be proficient in updating images on the website, they must have a solid understanding of how to use the EE Manager software. Within 1 hour, business users must be able to take images that they have created and upload them into the EE Manager software. Once uploaded into the EE Manager software, business users must be able to make those images appear in a certain spot on the website and must also be able to schedule the image to only appear for a defined period of time.

Limitations

There are a myriad of different scenarios and business cases that can occur in the real world. It is not possible to cover every single scenario during class, so trainers must try to choose scenarios that are common and realistic for every client. Another limitation is that each client has a different business model and often operates in different industries. Some clients sell apparel while others may sell toys or electronics. So the business models and scenarios can vary a lot between the different industries. Yet another limitation is the fact that many clients have added customization to their website, which means they use the EE Manager software in different ways. It is very difficult for trainers to keep up with all of the customizations that clients may have, and develop appropriate customized training. These limitations

There are also some limitations with eLearning itself. Students are not able to ask questions in real time. So they cannot get immediate answers to the questions they want to ask. Since each client website is slightly different, it is possible that students will have specific questions about their site, instead of the EE Manager software in general. An email address will be provided in the eLearning so that students may ask specific questions.

Process

The needs analysis has been performed after an analysis of data collected using the following techniques:

- Interviews with EE Manager trainers and SMEs
- Surveys that were filled out by clients immediately after tak-

ing the face to face class

- 60 day post training surveys and interviews conducted with clients who had taken the class
- Reports which show the number of support tickets submitted that could have been resolved by the client. These are classified as training issues.
- Training Budget reports
- Client paid invoices

Questions

The following are pertinent questions that were used to gather data for the training.

For EE Manager SMEs

- What tasks must business users be able to perform in order to do their jobs effectively?
- If an eLearning class is developed, what tasks require hands on practice?
- List the correct steps to perform those tasks.
- What terminology must users be able to define upon completing training?
- Are there areas of the training that you feel need to be improved?

For Client Business Users who have previously taken the face to face training.

- Did you find the EE Manager face to face training valuable?
- What are the most important skills you need to know in order to perform your job effectively?
- What parts of the face to face training did you find most valuable?
- Is there anything that was not covered in the face to face training that you think should be?
- Would you be opposed to an eLearning module instead of a face to face training?
- If an eLearning module was created, do you think you would retake the course in order to review material and practice tasks?
- How many images are you updating on a typical day?

- When are you typically performing these updates?

For EE and client People Managers

- How much money was spent on training and travel costs in the last 2-3 years?
- How soon after an employee is hired would you like them to be trained on the EE Manager software?
- What are the typical business hours of your employees?

For EE Client Support Team

- How many tickets were created in the last 1-2 years that could have been resolved by the client with better training?
- What is the average time spent on tickets classified as training issues?

Review of Existing Training Material

Existing training materials and exercises were reviewed to get a sense of the topics covered and the hands-on exercises that users were performing during the face to face class. The course is well structured and can be mimicked in the eLearning curriculum. The current topics covered do a good job of suiting the client's needs. Many of the classroom exercises can also be used in eLearning modules. Software simulations can be created to simulate what users typically do in the instructor led class. There are also a lot of PowerPoint slides that can be re-purposed in the eLearning modules, instead of having to create all new content from scratch.

Audience Characteristics

The audience consists of employees of clients who are college educated business users and have typically worked in the eCommerce industry for at least 3-5 years. About 60% of the business users are male and 40% female. Their primary job function is to update their websites with many new images on a daily basis in a high paced environment. In order to do this, they must sometimes work off hours or follow a non-traditional work schedule, instead of a 9-5 job. They are technologically savvy and have above average computer skills. The clients are spread out across the 48 contiguous states. The typical age range of the business users is 30-45 years old. They come from a variety of ethnic backgrounds. For most business users English is their first language. But even the others speak very good English. They are also typically excited and self-motivated to learn during training. These business users know that their job depends on their ability to use the software to update the websites. They are in high profile positions because management is constantly looking at the website. They are under a lot of pressure to make sure that everything is showing on the website as management wants. This pressure causes them to be highly motivated during training because they know they must use the software to update the website and make management happy.

Results

Based on the analysis conducted it was clear that instituting an eLearning module for EE Manager training would add value to improving client training and job performance. It was also evident that eLearning would greatly reduce the costs of training and travel for both clients and eBay Enterprise.

This was evident based on the following findings:

1. Business users consistently pointed out that they did not have a sufficient place to review and practice what they learned during class. They do not want to practice in the real system because they could cause issues with their live website which could cause a decrease in revenue or cause the site to go down.
2. Business users are very comfortable with using technology and therefore would not be opposed to eLearning. It also would give them much desired flexibility to accommodate their hectic work schedules.
3. Client People Managers consistently identified that they needed their employees to be trained sooner after they were hired and couldn't wait for the next scheduled training to be coordinated. They were losing a lot of much needed productivity from their employees.
4. Each client spent an average of \$7,000-\$15,000 per year over the last 3 years. This cost would be greatly reduced if eLearning were implemented.

Recommendations

Design an e-learning course for newly hired client business users to train them how to manage the images on their website via EE Manager. The content should closely mirror the current face to face training. The course will contain software simulations to give clients the ability to practice skills in a safe simulated environment at any time. The eLearning course should be hosted in the eBay Enterprise LMS which already has enough capacity and available licenses to accommodate client training needs. The course will be broken down into three separate modules ranging from 10 to 20 minutes in length.

Module 1 Key Concepts and Terminology:

1. Review key concepts about EE Manager that business users will need to know to navigate the tool efficiently.
2. Define key terms that business users will need to know.

Module 2: Uploading Images into EE Manager

1. Discuss when and why images need to be uploaded into EE Manager.
2. Demonstrate how to properly upload images.

Module 3: Getting uploaded images to display on the website.

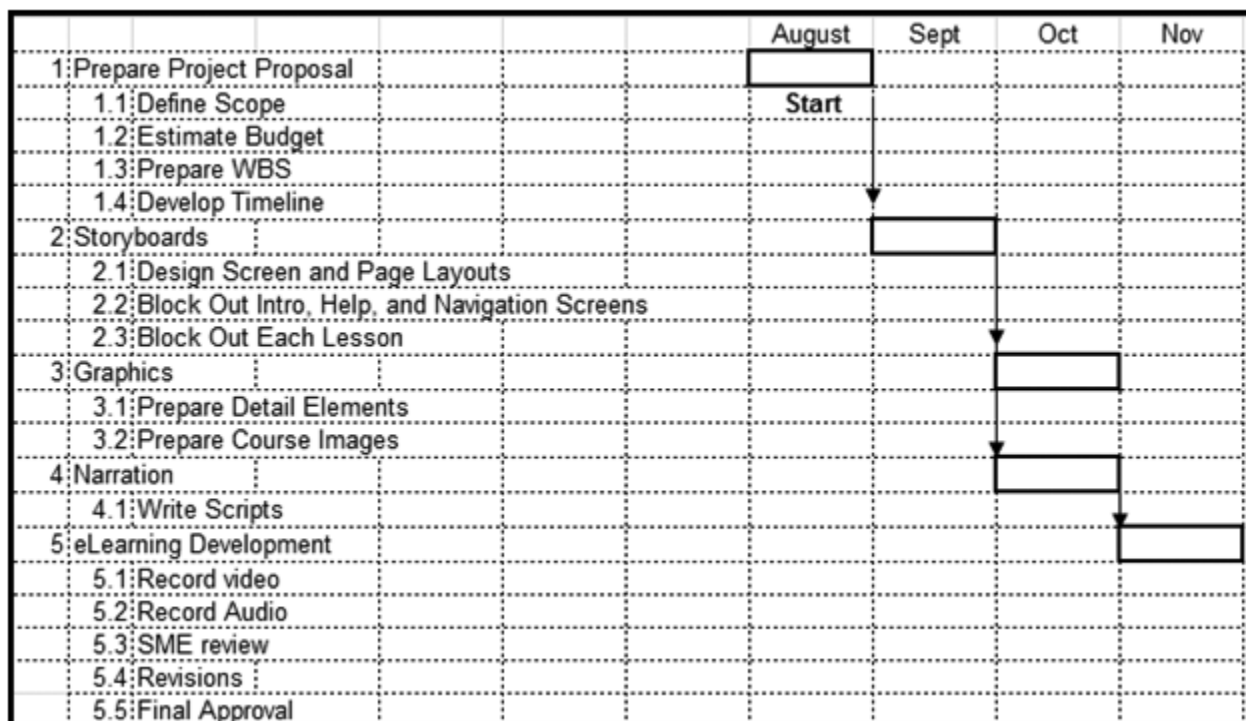
1. Identify a component that will use the previously uploaded image.
2. Determine where that component will display on the website.

Each module should contain a graded assessment that users must pass before being allowed to use EE Manager in their production environment. The assessment for the first module will consist of True/False, multiple choice and matching questions. The second and third modules will contain graded software simulations.

ID CHECKLIST

	Start Date	End Date	Sign Off	Notes
Need Analysis	9/15/14	9/28/14	X	Submitted draft to Dr. Baggio
Performance Analysis	9/15/14	9/17/14	X	Listed as part of the needs analysis
Goal Analysis	9/18/14	9/19/14	X	Listed as part of the needs analysis
Task Analysis	9/20/14	9/22/14	X	Listed as part of the needs analysis
Target Audience Analysis	9/23/14	9/24/14	X	The target audience is client business users who maintain the images on their website.
Outcomes Analysis	9/8/14	9/14/14	X	Listed as part of the project summary
Are Objectives stated clearly and in performance terms	9/25/14	9/25/14	X	Listed as part of the project summary and needs analysis
Do Skill Hierarchies exist for each objective?	9/26/14	9/26/14	X	Listed as part of the needs analysis
Are course prerequisites defined?	N/A	N/A	N/A	
Implementation Strategy Defined	9/27/14	9/28/14	X	Listed as part of the needs analysis and WBS
Course Materials	9/29/14	12/1/14		Under development

WORK BREAKDOWN STRUCTURE DEPENDENCIES



PROOF-OF-CONCEPT

1. Abstract

The purpose of this document is to describe why the Training Department at eBay Enterprise believes that converting the existing EE Manager software training from instructor led to an eLearning course will be successful in educating clients how to maintain and update the images on their website.

2. Learner Characteristics

Item	Learner Characteristics
Age*	The typical age range of the business users is 30-45 years old.
Educational level	Most have Bachelor's degrees and some Masters degrees.
Computer skill level	They are technologically savvy and have above average computer skills.
Motivation	They are also typically excited and self-motivated to learn during training. These business users know that their job depends on their ability to use the software to update the websites. They are in high profile positions because management is constantly looking at the website. They are under a lot of pressure to make sure that everything is showing on the website as management wants. This pressure causes them to be highly motivated during training because they know they must use the software to update the website and make management happy.
Prerequisite knowledge	While no prerequisite knowledge is required, it is recommended that students have basic concept of how to use a content management system to update websites.
Prerequisite skills	While no prerequisite skills are required, it is recommended that students have basic computer skills.
Access to computers and Internet	All courses will be accessed through the eBay Enterprise LMS. Students will need a computer and internet access to be able to take the course. This should not be an issue since all students are given a work laptop by their employer.
Time availability	Access to the LMS and eLearning courses are available 24 hours a day, 7 days a week.
Gender	Approximately 60% male and 40% female.
Industry Experience	Students have typically worked in the eCommerce industry for at least 3-5 years.

Other issues:

A. Need to allow for physical disabilities? No.

B. More than one language required? Not at this time.

* The reason for asking about age is that people of different ages have varying characteristics that may affect learning, such as attention span, time since last formal learning experience, attitude towards computers, and so on. Many organizations will be reluctant to disclose age information. In these cases, you may be able to get summary data.

3. Constraints

Use the “Constraints” document below or one of your own design to describe the important constraints under which the final project will be developed.

Constraints: Hardware

Computers: PC and MAC	Details and comments
RAM:	
Monitor resolution:	800 x 600 minimum
Sound Card:	Required.
Network:	Internet access required.
Processor:	600 MHz minimum requirement (Pentium III)
Hard Drive capacity:	None- content hosted on LMS
CD-ROM:	Not required
Modem speed:	High-speed internet
Browser	

Constraints: Software

Computers: PC and MAC	
Operating system, including release number:	Windows XP or higher, MAC OS 1 or higher
Browser, including version number:	It is recommended that students use Internet Explorer version 8 or newer. Safari 2.0 or higher, Chrome and Firefox 20 or higher
Network:	No network access is required, just internet access
Authoring system required:	N/A The course will use Articulate to be developed and can be accesses with any browser listed above
Testing system required:	Any browser listed above can be used for testing.

Constraints: Timelines.

Final deadline:	December 1, 2014
Intermediate deadlines: (List all deadlines here, for both client and developer.)	
Deadline 1: September 28, 2014	Delivery of Needs Analysis
Deadline 2: September 30, 2014	Review and approval of Learning Objectives
Deadline 3: October 15, 2014	Complete Storyboards and Scripts
Deadline 4: October 22, 2014	Approval of Storyboard and Scripts
Deadline 5: November 10, 2014	Draft of eLearning submitted to SMEs
Deadline 6: November 17, 2014	Deadline for feedback from SMEs
Deadline 7: November 28, 2014	Completion of edits
Deadline 8: December 1, 2014	Final SME approval

Constraints: Client Responsibilities.

Primary contact persons	
Project coordination:	Kevin Clark
Subject-matter: (Name SME contacts, availability, and any other constraints.)	Julie Ingalls, Patricia McFadden, Joan Sikora
Assets: (Such as video, audio, artwork).	Kevin Clark, Anja Peyfuss
Technical: (Hardware, networks, Web master).	eBay Enterprise Help Desk
Billing:	N/A
Required actions:	
Providing materials: (Scripts, assets, etc. Include persons responsible for doing and for sign-off.)	
Item 1: Creation of Scripts	Kevin Clark, Anja Peyfuss
Item 2: Approval of Scripts	Julie Ingalls, Patricia McFadden, Joan Sikora
Item 3: Development of eLearning modules	Kevin Clark, Anja Peyfuss
Item 4: Final sign-off of eLearning modules	Julie Ingalls, Patricia McFadden, Joan Sikora
Required reviews and turn-around: (Include persons responsible for doing and for sign-off.)	
Review 1: Approval of Objectives	3 days, Julie Ingalls, Patricia McFadden, Joan Sikora
Review 2: Approval of Scripts	7 days, Julie Ingalls, Patricia McFadden, Joan Sikora
Review 3: Review of eLearning Modules	7 days, Julie Ingalls, Patricia McFadden, Joan Sikora
Review 4: Final Approval	1 Day, Julie Ingalls, Patricia McFadden, Joan Sikora
Invoice payments:	N/A
Payment 1:	
Payment 2:	

Constraints: Developer Responsibilities.

Primary contact persons	
Project management:	Kevin Clark
Billing:	N/A
Design:	Kevin Clark, Anja Peyfuss
Content:	Kevin Clark, Anja Peyfuss
Graphics and other assets:	Kevin Clark, Anja Peyfuss
Implementation:	Kevin Clark, Anja Peyfuss
Technical:	Kevin Clark
Required Documents	
Design:	Kevin Clark, Anja Peyfuss
Interface:	Kevin Clark, Anja Peyfuss
Script:	Kevin Clark, Anja Peyfuss
Deliverables (List all deliverables with dates.)	
Deliverable 1: September 28, 2014	Needs Assessment Findings,
Deliverable 2: September 30, 2014	Learning Objectives,
Deliverable 3: October 22, 2014	Storyboards and Scripts
Deliverable 4: November 10, 2014	Drafts of eLearning Modules
Deliverable 5: December 1, 2014	Final Approval

4. Timesheet

The purpose of this timesheet is twofold. The first is to give you practice in keeping track of how much time you devote to a project, something that many people have not done. Second, it will give you firsthand knowledge of how much time it takes to design self-paced programs.

Each time you work on your final project, fill out the form. If you run out of space, just add some more rows.

Date	Hours	Comments on how you spent your time
9/15/14	2	Met with SMEs to discuss performance needs
9/21/14	16	Conducted Needs Assessment and created Needs Analysis Report
9/28/14	1	Met with SMEs to review learning objectives
TBD	TBD	Storyboard Module 1
TBD	TBD	Storyboard Module 2
TBD	TBD	Storyboard Module 3
TBD	TBD	Develop Module 1 in Articulate
TBD	TBD	Develop Module 2 in Articulate
TBD	TBD	Develop Module 3 in Articulate
TBD	TBD	SME Review
TBD	TBD	Edits based on SME feedback

5. Costing Document.

Content acquisition	
1. <u> 3 </u> hours at \$ <u> 75 </u> per hour = \$ <u> 225 </u>	\$225.00
2. <u> </u> hours at \$ <u> </u> per hour = \$ <u> </u>	\$
3. <u> </u> hours at \$ <u> </u> per hour = \$ <u> </u>	\$
Total hours for Content Acquisition: <u> </u>	3
Total cost for Content Acquisition: \$ <u> </u>	\$225.00
Scripting	
1. <u> 20 </u> hours at \$ <u> 75 </u> per hour = \$ <u>1500 </u>	\$1500.00
2. <u> </u> hours at \$ <u> </u> per hour = \$ <u> </u>	\$
3. <u> </u> hours at \$ <u> </u> per hour = \$ <u> </u>	\$
Total hours for Scripting: <u> </u>	20
Total cost for Scripting: \$ <u> </u>	\$1500.00
Screens	
1. <u> 30 </u> hours at \$ <u> 75 </u> per hour = \$ <u> </u>	\$2250.00
2. <u> </u> hours at \$ <u> </u> per hour = \$ <u> </u>	\$
3. <u> </u> hours at \$ <u> </u> per hour = \$ <u> </u>	\$
Total hours for Screens: <u> </u>	30
Total cost for Screens: \$ <u> </u>	\$2250.00
Audio	
1. <u> 8 </u> hours at \$ <u> 75 </u> per hour = \$ <u> 600 </u>	\$600
2. <u> </u> hours at \$ <u> </u> per hour = \$ <u> </u>	\$
3. <u> </u> hours at \$ <u> </u> per hour = \$ <u> </u>	\$
Production costs \$ <u> </u>	\$
Talent costs \$ <u> </u>	\$
Total hours for audio: <u> </u>	8
Total cost for audio: <u> </u>	\$600
Data collection	
1. <u> 12 </u> hours at \$ <u> 75 </u> per hour = <u>900</u> \$ <u> </u>	\$900
2. <u> </u> hours at \$ <u> </u> per hour = \$ <u> </u>	\$
3. <u> </u> hours at \$ <u> </u> per hour = \$ <u> </u>	\$
Total hours for data collection: <u> </u>	12
Total cost for data collection: <u> </u>	\$900
Project management	
1. <u> 6 </u> hours at \$ <u> 75 </u> per hour = \$ <u> 450 </u>	\$450
2. <u> </u> hours at \$ <u> </u> per hour = \$ <u> </u>	\$
3. <u> </u> hours at \$ <u> </u> per hour = \$ <u> </u>	\$
Total hours for project management: <u> </u>	6
Total cost for project management: <u> </u>	\$450
Project Summary	
Total hours:	79
Total salaries:	\$ 5,925.00
Total overhead:	\$
TOTAL COSTS	\$5,925.00

6. Style Manual

The official eBay Enterprise style manual will be used for official logos and company colors.

7. Brainstorming.

Brainstorming was not necessary for this project.

8. Test Case Scenarios.

During the test case scenarios, Kevin Clark and SMEs will check the content as well as the navigational aspects of the eLearning. They will also test the assessment to make sure the scores are being properly recorded.

9. Assumptions and Constraints.

Testing will be performed while accessing the eBay Enterprise LMS. Users will also need to use one of the approved internet browsers. Testing will be done off-site to simulate typical users who will be accessing the LMS remotely.

10. Reporting.

Reporting of assessments will be done through the functionality of the existing eBay Enterprise LMS.

11. Review.

Kevin Clark will review all eLearning modules and approvals before obtaining final sign-off.

12. Executive summary.

eBay Enterprise Inc. (EE) provides end to end e-Commerce solutions for large clients such as Toys R Us, Sony, Ralph Lauren, and Dick's Sporting Goods. EE must train their clients how to use proprietary software to manage their website. To date this training has been 100% instructor-led. An eLearning experience will improve client education and reduce costs for EE and its clients alike.

the best solution for our client business users.

I am asking that you complete the Alpha Test of the eLearning module and provide feedback. The evaluation should take about 20 minutes. We are looking for you to do the following:

- A. Review the eLearning modules to ensure that the instruction to use the module is clear and does not cause confusion.
- B. Review the content and associated resources provided in the eLearning modules to make sure the information is written concisely and accurately.
- C. Review the e-Learning modules to ensure the design, graphics and navigation tools work as intended. This includes all surveys and assessment information.
- D. Test that you are able to locate and launch the eLearning modules successfully from the eBay Enterprise LMS.
- E. Please provide your feedback using the Alpha Test Survey and return to Kevin Clark no later than 7 days after being notified.

If you are not able to make a commitment to review the information, please let me know so that I can find alternative resources.

ALPHA TEST PLAN GUIDELINES

Date: 10/17/14 Version number: 1

1. Project Information

Project Title: Convert EE Manager Client Training to eLearning

Principle Investigator: eBay Enterprise Technology Training Team

2. User expectations letter and verbal review:

Thank you for agreeing to participate in the testing of our project to Convert EE Manager Client Training to eLearning. Your expertise in reviewing the information will assist us in helping to build

3. Testing Environment

System	Processors	Location	Contact Person
PC	Intel	eBay Office	Kevin Clark
PC	Intel	Home Office	Kevin Clark

4. Alpha Test Participants and Users

Name and Title	Organization	Phone number and email	Purpose for using training software
Julie Ingalls	eBay	jingalls@ebay.com 610-491-7865	Subject Matter SME identifying content issues
Mary Wise	eBay	mwise@ebay.com 610-491-7443	Documentation writer, subject matter SME, identifying content clarity issues
Halle Schonherz	eBay	Hschonerz@ ebay.com 610-491-8743	New Trainer, identifying functionality issues
Mark Colantonio	eBay	mcolantonio@ebay.com 610-491-7011	Sales person, give feedback as user who has no experience
Frank Palazzo	eBay	fpalazzo@ebay.com	Developer, understands what clients need to do in software.

Alpha Test Survey

Content is:	Agree	Disagree	Comments
Relevant to the topic			
Specific & detailed			
Covers the topic			
No gender bias			
No cultural bias			
Design is:	Agree	Disagree	Comments
Appropriate for the subject			
Attractive			
Professionally presented			
Text is clear and readable			
Not cluttered			
Reinforces learning principles			
Appeals to different learning styles			
Graphics + Video + Sound:			
Reinforce the content			
Appropriate to the content			
Contain enough detail			
Quality appropriate for instruction			
Interface:			
Is intuitive/user friendly			
Is responsive to user			
User Control:			
Logical sequence			
Sound could be adjusted			
Accessibility:			
Compliance of Section 508 standard			
Scripts for all video and sound			
Technical:			
Sound and video worked			
Any technical issues that need attention:			

Implications

If the course cannot be accessed and viewed through the LMS determine the changes to made and the impact those changes will have on the project timeframe. If the content is not accurate or the eLearning module navigation aspects are not working, determine the changes that need to be made and the impact those changes will have on the project timeframe.

Special considerations

Special requirements do not exist for testing. Basic computer skills are recommended. There are no special considerations, in regards to safety, copyright, security and privacy concerns for this particular initiative.

Review

The eBay Enterprise Technology Training Team will review the information and incorporate feedback into the eLearning module.

Reporting

Those testing the information will provide feedback on all aspects of the e-Learning modules. They will verify that the module flows in a manner that makes sense and that all navigational aspects work within the module. They will also review the e-Learning assessment to make sure that the questions are appropriate and that the assessment is tracking results properly.

Comparing Food Thought Suppression and Cognitive Restraint on Eating Behaviors

Jessica Amelia-Marie Collins
Doctor of Psychology
La Salle University
Philadelphia, Pa.

Submitted in partial fulfillment
of the requirements for the degree
of Doctor of Psychology
in the School of Arts and Sciences
La Salle University

LeeAnn Cardaciotto, Ph.D.
Clinical Dissertation Committee Chair

Edie Goldbacher, Ph.D.
Clinical Dissertation Committee Member

Simon Moon, Ph.D.
Clinical Dissertation Committee Member

Abstract

Research has suggested that assessing an individual's thoughts and concerns about their caloric intake should be considered as equally important as an individual's actual engagement in caloric restriction (Allison, Kalinsky, & Gorman, 1992). The construct of cognitive restraint has primarily been used to further understand

the influence of these cognitive processes on eating behaviors. However, by definition, cognitive restraint includes both thoughts and actual engagement in behavioral restraint (Allison, et al., 1992). Food thought suppression, defined as the tendency to avoid thoughts regarding food, (Barnes & Tanteleff-Dunn, 2010), may be a more accurate representation of the cognitive processes that influence consumption. The current study aimed to compare the suppression of food- and eating-related thoughts on consumption and those factors known to influence eating behaviors (i.e., disinhibition, cravings and susceptibility to the food environment) in a sample of 68 female University students. When compared to cognitive restraint, food thought suppression was consistently found to be a stronger predictor of self-reported disinhibition, cravings and susceptibility to the food environment. Although results demonstrated that neither food thought suppression nor cognitive restraint were significantly associated with, nor significant predictors of consumption, interestingly, participant self-identified ethnicity was demonstrated to be a significant predictor of consumption. Taken together, the findings highlight the need for future studies to examine the ways in which one's tendency to avoid food and eating related thoughts influence consumption and those factors known to influence eating behaviors.

CONDUCTING A READ ALOUD CASE STUDY TO INCREASE MOTIVATION, CREATE A POSITIVE ATTITUDE AND CHANGE BELIEFS WITH A STRUGGLING READER

Staci Freer
M.A. in Education
La Salle University
Philadelphia, Pa.

ABSTRACT

This paper will report on the positive changes seen in a struggling reader when a Read Aloud case study was conducted over a 4 week period. Key factors to the Read Aloud including offering choice in what was read, structuring each session to allow for consistency and gathering data through a pre-case study survey, post-case study survey, post-session surveys, observations and comparisons of Language Arts homework before and during the Read Aloud case study. With the exception of observations during each Read Aloud session, all data gathered was quantitative in nature. The data shows that his motivation to seek out literature on his own during the Read Aloud and both the students attitude toward reading and himself have improved over this short period of time.

INTRODUCTION

Joseph is a 5th grade student that has received extra support in both Math and Language Arts for the past four years. His support has ranged from pullout sessions, both one-on-one and group, as well as in-class aide support. He currently has pullout services offered to him for Language Arts where he works in the general education classroom on regular Language Arts, then gets pulled for additional one-on-one support three times a week with supplementary material.

Based on observations, conversations with parents and teachers and Joseph's academic performances, Joseph performs academically below average in comparison with his grade level peers, though all believe that his is in part due to his lack of interest and motivation in school. He has built up a sense of learned helplessness, which according to Finchman is "a disruption in motivation, affect, and learning following exposure to noncontingent (uncontrollable) outcomes" (2009). Joseph has repeated failures in his academic career and as a result, numerous levels of intervention have been offered. Joseph has learned to rely on others to help him through his work, which only exacerbates the problem. As a result, Joseph does not feel in control of his learning and is not motivated to do any work on his own, including reading. He is required to read 20 minutes daily, but according to him he only reads approximately four out of seven days, often not the full twenty minutes and never exceeds the minimum 20 minutes. He has no internal or external motivation to read and views himself as a below average reader.

I have been privately tutoring Joseph for five years now in all content areas. We primarily work on his homework and if time is allotted, we have worked on specific strategies to build his level

of understanding in all content areas. Joseph is compliant to work with me approximately 50% of the time, while the other times, primarily when we work at school, he complains about having to work with me and is not motivated to do his work. He has at times cried or outwardly whined when I have come to get work with him. Over the past five years he has repeatedly asked why he has to work with me and how long I have will continue to work with him. We have a good relationship, but oftentimes when I ask him how his day is going, his response is, "good, until you got here." I attribute much of his pushback towards me to actually to be geared toward his work. On the occasional times we have finished work early, we have played futsal together and he returns to his animated, lively self.

ISSUE BEING ADDRESSED

I am trying to understand why a student I have been privately tutoring for many years has no motivation to read and as a result is struggling tremendously in the classroom. He has received support in the past, though there is no specific diagnosis that points to why reading is a struggle for him. I have wondered if there are intrinsic or extrinsic (or both) factors that contribute to his reluctance to read, even for the bare minimum 20 minutes that is asked of him by the school. Due to this reluctance, he currently reads two grades below grade level.

AREA AND RATIONALE OF FOCUS

After conducting research on multiple intervention strategies that might foster literacy growth and motivation, I decided to conduct a twice weekly Read Aloud session with him on a book of his choice. I chose this strategy because Joseph indicated that he rarely is read aloud to right now, so this will be a novel strategy for him. According to GreatSchool Staff (2005) read alouds have many benefits, including allowing the "child to enjoy books beyond independent reading level and build vocabulary, model prosody and expression" and "creates a positive bond and and has a positive effect on child's attitude toward reading". Pleasure can be brought back into reading through this experience and if that becomes the case, then this could potentially lead to a snowball effect where Joseph might seek out more literature on his own, his attitude toward reading and his views of himself as a reader might improve as he reads more, and his academic success will improve as "students who read independently become better readers, score higher on achievement tests in all subject areas, and have greater

content knowledge than those who do not” (Cullinan, 2000).

I also wanted to give him choice in what I read to him. Perks (2010) writes in *Adolescent Literacy In Perspective* that offering students a choice in what they read can foster motivation and higher levels of engagement. Children are “motivated to read when they were given an opportunity to decide what narrative text they would like to read” (Edmunds and Bauserman, 2006, p. 417) and Center on Instruction (2010) notes that students also spent more time reading when they were given a choice, both in and outside of the classroom.

RESEARCH QUESTIONS

If I conduct a twice-weekly read aloud session with him, to what extent will this:

1. Create a positive attitude toward reading?
2. Motivate him to seek out literature on his own to read?
3. Change his beliefs of who he is as a reader?

RESEARCH METHODOLOGY

Over the course of four weeks, I conducted a Read Aloud session with my student twice a week.

Before I started the Read aloud case study, I surveyed the student to assess:

- his attitude toward reading
- his understanding of what reading is
- types of books he finds interesting, as well as interests outside of reading
- his beliefs of who he is as a reader
- the frequency and duration of his independent reading time
- what kind of supports he is offered both in school and at home to read

This survey is primarily quantitative because the answers are within a range of 1-5 to reflect his opinions on the topics, with the exception of the final question asking about his feelings toward reading, which is open ended.

After the survey a Read Aloud was conducted where the student was offered summaries of books that were found based on his responses to his interests in reading from the survey. He chose the book and a Read Aloud was conducted twice a week for 20-45 minutes each session over the course of 4 weeks. After each Read Aloud session, the student answered a brief survey-approximately 20 seconds-to assess his reaction to each read aloud session.

Observations from each Read Aloud session were also recorded immediately following each session.

Upon completing the read aloud case study, a similar survey to the initial survey was issued to reassess his attitude towards reading, and his view towards Read Alouds, as well as him offering other ways that might engage him in the reading process in the future. All sample surveys are in the Appendices section and actual surveys and observations from the case study are attached.

As the case study progressed, it was noticed that Joseph’s required weekly Language Arts homework was improving both in length of responses, which he was required to do twice weekly, as well as the depth and detail. For this case study data was captured on his responses to included in the analysis to see if there was any correlation to this case study.

DATA ANALYSIS

Editor’s Note: Graphs in this section can be viewed in the digital version of the Graduate Annual, available at digitalcommons.lasalle.edu/graduateannual.

Below is the quantitative data gathered from the case study. From the data, it is clear that Joseph’s attitude toward reading increased as the case study progressed. The data correlates to observations taken during the Read Aloud as there were two days-October 16th and October 23rd-where Joseph was not interested in reading during the session, though the data does not indicate why. On both of those days the Read Aloud session was at school, pulling him away from outside time with his friends to read. These two days gave great insight into how to refine the case study going forward. After comparing what data gathered and talking with Joseph, it was decided that going forward three chapters would be read on days the session was conducted at school and five chapters on days the session was at home. This greatly helped him stay focused and motivated. As the data shows, from that day forward, his motivation to continue in the Read Aloud case study consistently remained at “Always-5” across the board. Adjusting the case study to allow for predictability seemed to greatly improve his responses during the subsequent sessions.

Although it seems apparent based on the results below that the Read Aloud was a success, it is imperative to readdress each of the three research questions to see if the goals were met.

To what extent did this case study create a positive attitude toward reading?

The six questions asked after every Read Aloud focused are all components of fostering a positive attitude toward reading. Based on the Chart 3, “Post Read Aloud Sessions Overall Score” where all the scores were added other than the one dip in the chart on one of the days that Joseph did not want to read, his scores kept increasing closer to to the top end of the score of 30, with it maxing out the last three sessions once we adjusted the case study to how many chapters we would read. Even more outstanding, the total scores from the Pre and Post Surveys show that his positive attitude increased from a score of 11 to 26 and even more impor-

tant every single of the six questions scores increased from the beginning of the case study to the end of the case study. Joseph's attitude increased in a positive attitude based on the scores alone. The observations and conversations had before, during, and after the case study demonstrate that Joseph wanted to read almost every single session and even on the two days he did not want to read he still sat through it and did not complain. Reflecting on Joseph's background is key here as before this case study Joseph rarely read event he 20 minutes of required daily reading and was oppositional to any type of reading. After the survey, not only was he open to reading, he enthusiastically participated in most sessions and actively sought out literature of his own, which leads into the section question.

To what extent did this case study motivate him to seek out literature on his own to read?

Prior to this case study, Joseph responded that he rarely (score of 2) read the required 20 minutes of daily reading required by the school and that he never (1) read beyond the 20 minutes of required reading. After the case study he responded that most of the time (4) he read the required 20 minutes and some of the time (3) he read beyond the 20 minutes. Through conversations with Joseph and his parents, Joseph read two full chapter books over the course of the three weeks of this case study on his and by his own volition, so oftentimes he read more than an hour each day. The last day of the case study Joseph reported that he started a new book the night before and read 100 pages on his own in the course of one day. It must be noted that all of this reading he did is on top of the Read Aloud reading, which we agreed we would count toward his 20 minutes of daily reading. it is also important to point out that all books that Joseph read independently were books he chose to read, as opposed to being assigned to read.

To what extent did this case study change his beliefs of who he is as a reader?

The final question on both the Pre and Post Read Aloud Case Study Survey asked Joseph what comes to mind when he thinks about reading. In the Pre Survey, he immediately responded with, "Death, extremely boring!". Obviously his feelings toward reading were very negative and based on other responses in the Pre Survey, he did not believe himself to be a reader. After the Read Aloud Case Study in the Post Survey his response to what he thought about reading was, "It's not that bad." If one were to only look at the ending response, one might conjecture that his attitude toward reading is pretty negative, but in comparison to his initial response, this is a huge positive increase in his attitude toward reading. Similarly, he viewed himself as a reader that some of the time (3) had a book always to read, as opposed to never (1) in the Pre Survey. About midway through the case study Joseph would also talk about books he was reading on his own and comment on how he would have a "problem" when he was getting close to finishing a book because that meant he needed to find a new book to read. Before the case study Joseph never had a book that he was actively and consistently reading. The two books he read independently during the Read Aloud were both books bought for him based on his interests six months ago that he had read the first few chapters, but then put them down and never reengaged in the books until this case study started. Joseph now feels like a reader

and has a repertoire of different series of books that he is currently reading, including *Diary of A Wimpy Kid*, *Big Nate* and *Origami Yoda*.

The chart above was an add-on to the case study as it was recognized that Joseph's Language Arts Reading Responses started increasing in the amount of words he used to respond to his daily reading. This is a snapshot of before the case study, during the case study and after the case study. It must be noted that once he started writing 70+ words, he was running out of room on the page to write his responses, so it is not certain whether his responses might actually be longer if he was given the space. The first three responses did not fill up the entire space given. It is not clear whether there is any correlation to his responses and the case study, but his Language Arts Teachers (both regular and pull out) noticed a significant change in Joseph's attitude toward his work and attitude toward reading overall in the classroom so much that they contacted the parents to ask what was changed at home to create such a positive change. Once they found out that Joseph was partaking in this Read Aloud Case Study and that he was responding so positively to it, the teachers encouraged the parents to continue with the sessions past the case study conclusion and to also keep offering Joseph choice over what he reads, which seems to keep him engaged and make him feel like he is in control of the whole process.

Based on all the data, observations and conversations, it is clear that this case study was a success. The two major components that contributed to this success were that Joseph was given choice in what was read and the delivery of the book. Joseph felt actively engaged in the book, even though he was not reading it himself. He was able to make many connections to other books, events and people while reading and he was able to comprehend, with all of this leading to him viewing himself as a reader that was good at reading and likes reading.

The success of this case study spilled over into other areas of reading life, namely school and personal reading. It is not clear if there is a specific correlation between this case study and him increasing his reading time and length of reading responses, but numerous strategies have been applied throughout his academic career and none have had such a positive impact on both his reading and views of reading than this has. It might be that this process has helped build his confidence and involvement in the reading process enough that he started to take control of more aspects of his reading, as opposed to his previous behavior of being a passive recipient.

LIMITATIONS TO THE CASE STUDY

Although this case study case study show great results in terms of improving motivation to read, there are limitations to this case study. First, the success of this case study does not mean that it will always be successful on a broader scale. This case study was conducted on a one-to-one ratio of student-to-teacher, which is almost near impossible to consistently replicate, especially considering the frequency and duration of the sessions. Most teachers do not have two periods of 30-45 minutes weekly to devote time to each individual student in a classroom setting, so this model is not one to replicate then.

It must also be recognized the demands of teachers by their superiors, be it department head, principals or the school district administration. Many teachers are required to teach in a scripted way that does not give much room for choice on the students' part. A key component to the success of this case study is that the student was able to choose his own literature, something that is not always possible to do in the classroom.

IMPLICATIONS FOR TRANSFORMATIONAL PEDAGOGY

As a result of the data collected, observations made and conversations that took place over the course of the case study, it is clear that Joseph benefitted from the Read Aloud process. It must be pointed out that it was not just the process of the Read Aloud where he was an active participant that made this case study successful, but in the fact that Joseph was exposed to a variety of books and was ultimately given a choice as to what would be read. He felt in control of his reading, which all students should feel like. When students have control and feel like their point of view and likes are taken into account, they become more active and involved in the process. Going forward, it seems necessary to offer students choice in both what they read and how it is delivered. That is not saying their exposure to all types of literature and ways to read should be limited to what they want, but that should feel like their voice is being heard.

FINAL THOUGHTS

Going through the process of an case study paper gave me very explicit instruction on the value of collecting data to guide learning. For five years this student disliked reading so much that he would avoid it at any cost, even if it meant punishment from the parents. I have been working with this student for almost 5 years now and I would have never thought to do a Read Aloud Case Study with him. I have tried so many other ideas to get him motivated to read and none of them have been successful. It never occurred to me before the case study process to actually gather data on my student and to let that data drive my instruction. Conducting the Literacy Review before going forward with any plan gave me research-based, concrete examples of ways to motivate Joseph and by pursuing one activity more in depth with background knowledge and a structure, it allowed me create a program that was hugely successful for him that also allowed for me to reflect during the process and tweak it as we continued. Going through the process guided my teaching and taught me that I just have to keep trying, but in a systematic fashion and that it is key to gather quantitative and qualitative data to determine if a strategy is working or not and then actually use that data throughout the process.

APPENDICES: SAMPLES OF EACH SURVEY ADMINISTERED

*Pre-Read Aloud Case Study Survey

*Post Read Aloud Case Study Survey

*Weekly Postly Read Aloud Session Survey

PRE-READ ALOUD CASE STUDY SURVEY

Date Administered: _____

Instructions: Read the survey questions one at a time to the student and have student rank each question based on the following:

1-Never

2-Rarely

3-Some of the time

4-Most of the time

5-Always

1. How often do you read independently? ____

2. How often do you read the required 20 minutes daily? ____

3. Do you feel in control of your reading? ____

4. How often do you avoid reading? ____

5. How often do you read and feel like you understood most to all of what you read? ____

6. How often do you get stuck on unknown vocab? ____

7. How often do you use any of the following to avoid reading?

*Reading is boring. ____

*I don't have time to read. ____

*I prefer to do a different activity than reading. ____

*I cannot get into stories. ____

*I am no good at it. ____

8. How often have you had male teachers? ____

9. How much do agree with the following?:

*I find reading pleasurable. ____

*I prefer to choose my reading rather than someone else choose for me. ____

*Literature (i.e. books, magazines, etc.) is readily available for me. ____

*I feel comfortable in a library. ____

*I know how to locate books. ____

* I know who to ask for help. ____

* I know how to check out and return books. ____

*I always have a book I am reading. ____

*I prefer to read books silently and independently. ____

*I prefer someone else to read to me. ____

*I regularly have someone else read to me. ____

10. If I could choose, these are the types of literature I would read:

Genres/Topics	Format
*Silly Stories ____	*Chapter books ____
*Mysteries ____	*Graphic novels ____
*Sports ____	*Articles ____
*Scary ____	*Manual/How To Guide ____
*Biography ____	*On computer/device ____
*Nonfiction/Informational ____	*Other: ____
*Friendship ____	
*Other: ____	

11. What comes to mind when you think about reading?

POST-READ ALOUD CASE STUDY SURVEY

Date Administered: _____

Instructions: Read the survey questions one at a time to the student and have student rank each question based on the following:

1-Never

2-Rarely

3-Some of the time

4-Most of the time

5-Always

1. How often did you read independently during the read aloud case study? ____

2. How often did you read the required 20 minutes daily during the read aloud case study? ____

3. Did you feel in control of your reading during the read aloud? ____

4. How often did you avoid reading when doing the read aloud? ____

5. How often did you feel like you understood most to all of what was read during the read aloud? ____

6. How often did you get stuck on unknown vocab during the read aloud? ____

How often did you feel like you were able to understand those unknown vocab words

either through the reading or from asking the reader for clarity? ____

7. How often did you use any of the following to avoid reading during the read aloud time?

*Reading is boring. ____

*I don't have time to read. ____

*I prefer to do a different activity than reading. ____

*I cannot get into stories. ____

*I am no good at it. ____

8. How much do agree with the following?:

*I find reading pleasurable. ____

*I prefer to choose my reading rather than someone else choose for me. ____

*Literature (i.e. books, magazines, newspapers, etc.) are readily available for me. ____

*I always have a book I am reading. ____

*I prefer to read books silently and independently. ____

*I prefer someone else to read to me. ____

9. What comes to mind when you think about reading?

10. Would you participate in a read aloud again? Why or why not?

WEEKLY POST-READ ALOUD SESSION SURVEY

Date of Read Aloud administered: _____

(to be administered after each read aloud session)

Instructions: Read the survey questions one at a time to the student and have student rank each question based on the following:

1-Never

2-Rarely

3-Some of the time

4-Most of the time

5-Always

1. I enjoyed reading this book today. ____

2. I want to keep reading this book. ____

3. I did not want to stop reading today. ____

4. I understood most to all of what was read. ____

5. I was able to make connections from the book to other book, people or ideas.

6. I felt actively engaged in the texts. ____

Observations:

Chapters read:

Questions/comments/connections during the reading:

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Action Research: Verbal Protest

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Abstract

Verbal protest due to work being perceived as challenging and unexpected schedule changes was identified as a problem for a student in an Autistic Support classroom. Baseline data was taken on the number of instances of verbal protest observed throughout the school day. Research studies were examined to determine a variety of behavioral approaches that have been used and the effectiveness of self-monitoring tools in decreasing behaviors. A self-monitoring tool called a Self and Match was chosen to be implemented during the intervention period. Quantitative data was collected using partial-interval data collection throughout the day in 5-minute intervals. Qualitative data in the form of written observations in narrative form was collected weekly. Through analyzing the results, it was determined that the use of the chosen self-monitoring tool was effective in decreasing instances of verbal protest for this student with autism.

Introduction

The purpose of this study is to determine the effect of using a self-monitoring tool to decrease a student with autism's instances of verbal protest. The student of interest is a ten-year-old male who has been diagnosed with autism and is a fifth grade student in my Level II Autism Support classroom. Billy (pseudo name) enjoys playing on the computer and iPad and can often be observed smiling and singing to himself. He loves sensory activities such as sitting on the rocking chair or playing with a bin of rice or beans.

Statement of the Problem

Although Billy will sit at the table and take part in academic tasks, when Billy becomes frustrated with his work or the schedule unexpectedly changes, he will begin to scream in the classroom. In these instances, he will often be observed screaming or shouting words such as, "I don't want to do it." or "No you, 4 +5." During displayed verbal protest, Billy requires time to calm down before he is able to return to the task. When Billy demonstrates verbal protest, other students are distracted from their instruction. This is evidenced when other children stop working, begin to cry, cover their ears, become aggressive, or begin to scream.

This problem was selected since Billy's instances of verbal protest interfere with his own instruction as well as the learning of others. At this point, other behavioral interventions have not been tried with Billy. Since research suggests that utilizing a self-monitoring

system has shown to decrease problematic behaviors (Behaviors, 2014) and increase on-task behavior (Autism, 2012,) it is hypothesized that the use of a self-monitoring tool will decrease Billy's instance of verbal protest.

Context

Billy attends a public school in lower Bucks County, PA, which is in a suburban environment. With an enrollment of 705 students in his school, each class averages 20 students. The district is predominately Caucasian with 89.7 % representing this population. Economically, 56.3% of the households in the district make an average annual income of \$50,000-\$150,000 a year, and 19.5% of students in the district receive special education services. The overall population of the district continues to decrease with the possibility of schools being combined in the next five years.

Billy attends an Autistic Support Level II classroom that is run by the Bucks County Intermediate Unit #22. The class is considered a Competent Learner Model (CLM) classroom that is staffed with a ratio of 2:1. It is comprised of eight students in 3rd-5th grade. All eight students have autism with two students having a dual diagnosis of an Intellectual Disability. The room is staffed with one special education teacher and two full time assistants. Currently, a third assistant is also in the classroom, but is filled by a long-term substitute. Billy receives most of his academic instruction in the special education classroom including reading, writing, math, science, social studies, and social skills. He also attends morning meeting, specials, lunch, and recess with his typical peers in the general education environment and receives pull-out speech therapy and push-in OT services.

Literature Review

Definition/Characteristics

Autism is a developmental disability that is generally evident before the age of three. Taken from the Greek work *autos* meaning "self," autism is associated with a variety of characteristics including irregularities and impairments in communication, engagement in stereotypic and repetitive movements, resistance to change, and strong sensory needs (Hardman, Drew, & Egan, 2011). Therefore, autism is a condition in which children focus more on self-oriented behaviors to the exclusion of others. The American Psychiatric Association had estimated that the prevalence is about five cases out of 10,000 or 1:2000. When looking at diagnosis,

males outnumber females. Estimates place the ratio of male to females between 4:1 and 8:1 (Hardman et al., 2011). Even though the cause of autism spectrum disorder has not been discovered, research has focused primarily on the biological and environmental possibilities.

Under the American Psychological Association's (APA) updated guidelines, the DSM-5, there is a single classification that had been divided previously but is now labelled Autism Spectrum Disorder (ASD). This new classification includes most individuals formerly labelled as having Asperger's, Rett Syndrome, and Pervasive Developmental Delay (PDD). To meet the new criteria for ASD, an individual must either currently demonstrate or have a history including symptoms in all 4 of the following areas:

1. Persistent deficits in social communication and social interaction across contexts, not accounted for by general developmental delays, and manifest by all 3 of the following:
 - A. Deficits in social-emotional reciprocity
 - B. Deficits in nonverbal communicative behaviors used for social interaction
 - C. Deficits in developing and maintaining relationships
2. Restricted, repetitive patterns of behavior, interests, or activities as manifested by at least two of the following:
 - A. Stereotyped or repetitive speech, motor movements, or use of objects
 - B. Excessive adherence to routines, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change
 - C. Highly restricted, fixated interests that are abnormal in intensity or focus
 - D. Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment;
3. Symptoms must be present in early childhood (but may not become fully manifest until social demands exceed limited capacities)
4. Symptoms together limit and impair everyday functioning.

The most current report from the CDC (2014) raises the estimate of children with ASD to 1 in 68 among 8 year olds, based on analyzing the reported diagnoses from 2010.

Individuals with autism demonstrate a variety of behaviors including aggression, non-compliance, stereotypic behaviors, self-injurious behaviors, verbal protest, echolalia, and fixation on preferred items or activities. One characteristic associated with autism spectrum disorder is resistance to change of routine. Individuals with autism spectrum disorder often become rigid with daily rou-

tines, sometimes being content eating the same thing every day or watching a specific television show continuously. These daily patterns become "obsessively important to them; any deviation from the set pattern may upset them greatly." (Hardman et al., 2011, p288). These ritualistic behaviors can make it difficult for a child with autism spectrum disorder to functionally integrate in daily life, which is unpredictable by nature. Transition from one activity to the next can be difficult in both the home and at school.

Strategies to Improve Social Skills

Research identifies a plethora of behavior modification techniques to help students with autism adapt to their environment, communicate their needs and emotions, and calmly respond to difficult situations. Video modeling can be utilized to teach a desired skill to an individual with ASD. Using this technique, a model such as a teacher, paraprofessional, or peer is videotaped demonstrating a targeted skill such as initiating play or refusing an item for two to three minutes (Hume, 2009). The individual with ASD then watches the film repeatedly and is encouraged to visually focus on the how the skill is performed. Another form of behavior modification used in classrooms are Individual Work Systems. As an element of Division Teach, the goal of this system is to increase independent functioning and reduce the need for teacher correction (Hume, 2009). For every activity, the students with autism are provided a structured physical environment, visual schedules, visual descriptions of what to do in the work environment and task organization (Hume, 2009). After providing these visual organizers, students are then expected to complete the task independently. Similar to the Individual Work Systems approach, visual schedules as well as reading and writing Social Stories are other potential options. One researcher studied using iPads with video recording of the transitions middle school students needed to make while changing classes; allowing students to watch the video preview of their route to the next class before changing rooms to prepare for the demands of the transition (Cihak, 2012).

Behavior modification can be addressed from a school-wide effort as well. One Canadian elementary school has adopted positive behavior interventions and supports, which is "a systems level approach that is used in schools to build a positive school culture and support the teaching and learning environment." (Kelm, 2014, p.1). In this school, expectations for behavior have been clearly selected and defined along with a specific system for acknowledging positive behavior. Clear consequences for ignoring school expectations are taught as well. Six months after implementing this school-wide plan, data depicted a decrease in disciplinary actions administered in each grade (Kelm, 2014).

Self-monitoring

One behavior modification technique that has shown evidence of helping individuals with autism is the use of self-monitoring. Self-monitoring is a behavior intervention that teaches students to be conscious of their own behavior, observe whether they occur, keep track of occurrence, and be rewarded for reaching a pre-determined criteria (Ganz, 2008). When educators choose to use a self-monitoring system with a student, seven steps should be followed (Ganz, 2008). First, the teacher chooses a target behavior(s). Second, a conversation should occur between the teacher and the

student that addresses the benefits of self-monitoring. In this step the student can pick reinforcers to work for when earning on the self-monitoring system. The educator then determines a way to monitor behaviors and take data along with selecting a specific self-monitoring design. After teaching the child to self-monitor, the tool is utilized in the classroom. Data is collected to determine if the system is effectively addressing the target behavior. Finally, when the teacher feels that the student is proficient in self-monitoring, supports are faded to increase independence (Ganz, 2008).

Self-monitoring systems have shown to have a variety of positive effects on children and adults. One benefit observed is an increase in demonstrated independence. In one study, individuals with moderate to severe intellectual disabilities were taught to use a picture prompt checklist during pre-vocational activities (Rouse, 2014). Multiple probes across skills illustrated that the students were able to complete the task with greater independence using the checklist (Rouse, 2014). Using self-monitoring systems with students with ASD has also proven to be highly effective. In one study, students with ASD were presented with an electronic interactive whiteboard that allowed for students to keep track of each task that needed to be completed (Autism, 2013). Data was taken on the duration that students could work without requesting teacher assistance. Results indicated an increase in tasks completed independently. To compare the effectiveness of high-tech and low-tech self-monitoring systems, research was completed in West Lafayette, Indiana in which students were either given a paper and pencil method or an iPad that was used as a self-monitoring checklist. Even though data illustrated an increase in independence from staff for both the low tech and high tech option, a greater increase was found with the use of the iPad. In a survey of 700 school personnel, it was determined that students with autism spend 86% of their day with a paraprofessional within 3 feet of proximity. Hume expresses that excessive adult proximity may be detrimental, training students to become prompt dependent on adults. Utilizing a self-monitoring system teaches students with ASD to observe their own behaviors in order to hopefully decrease problematic behaviors.

Utilizing a self-monitoring system has also shown to decrease problematic behaviors. In a study completed at Radboud University, researchers compared the monitoring of snack-eating to monitoring of alcohol-drinking (Behavior, 2014). Participants estimated frequency and satisfaction of consumption with a questionnaire. After the baseline period, consumption was measured using self-monitoring forms. Participants were randomly assigned to a group that either monitored snack-eating behavior (experimental group) or to a group that monitored alcohol-drinking behavior (control group). After self-monitoring, data showed reduced snack-eating but not alcohol-drinking (Behavior, 2014). It can be inferred from this study that self-monitoring is more effective in decreasing certain behaviors over others. In a related study, a self-monitoring system was utilized to target stereotypic behaviors in two boys with autism (Attention, 2014). After utilizing the system for six weeks, a decrease was observed in the target behavior for both boys.

Another benefit of using a self-monitoring system is increased on-task behavior. In a study completed at Arizona State University, the effectiveness of increasing on-task behavior during independent time with the use of a self-monitoring system was researched.

A multiple baseline across subjects design was used (Autism, 2012). Data were collected using a frequency count of off-task behavior (Autism, 2012). The self-monitoring strategy was found to be successful with all subjects in the study.

With the variety of presented benefits associated with the use of self-monitoring with students with autism, the purpose of this current proposed study is to determine the effectiveness of using a self-monitoring system to decrease Billy's instances of verbal protest. For this study, Billy will be taught to use a Self and Match, a form of self-monitoring in which he can earn points for demonstrating desired behavior. It is hypothesized that with the use of a self-monitoring system, Billy's instances of verbal protest will decrease.

Research Questions

Question 1: To what extent does a self-monitoring tool decrease instances of verbal protest with Billy?

Questions 2: To what extent do I as a teacher observe differences in Billy's behavior with the use of a self-monitoring tool?

Methodology

I am conducting an action research single case study design using a mixed method approach to data collection. Quantitative data was collected using partial-interval data collection throughout the day in 5-minute intervals. Qualitative data in the form of written observations in narrative form was collected weekly.

Billy was selected for this study due to his demonstrated verbal protest. Research suggests that utilizing a self-monitoring system has shown to decrease problematic behaviors (Behaviors, 2014) and increase on-task behavior (Autism, 2012.) Considering the research, a self-monitoring tool was selected to be implemented during instruction. Baseline data was collected from October 20th- October 24th and intervention data was taken from October 27th- November 21st. After baseline data was collected, a Self and Match self-monitoring tool was implemented. Based on the research, a specific procedure was utilized to implement the use of a Self and Match during Billy's instructional periods. Since the target behavior was identified, I had a conversation with Billy that addressed the benefits of self-monitoring. In this step, Billy chose reinforcers to work for when earning points on the self-monitoring system. I then taught Billy to self-monitor, so the tool could be utilized in the classroom. Data was then collected to determine if the system was effectively addressing the target behavior. The ultimate goal would be to fade supports when Billy is proficient in self-monitoring.

To utilize the Self and Match self-monitoring tool, four categories were identified for focus including "Did I have a quiet mouth? Did I have quiet hands?, Did I have quiet feet?, and Did I stay at the table? After each academic session of the day, Billy had to write a "yes" or "no" under each category based on his perception of his behavior during the session. Next, the teacher or instructional assistant gave Billy a "yes" or "no" under each category. If Billy

and the instructor agreed with a “yes,” he was awarded two points for the category. If Billy and the instructor agreed with a “no,” he was awarded one point for being honest. If a mismatch occurred in responses, no points were added. Billy had a potential to earn 8 points for each academic session. If Billy earned at least a 7/8 for the session, he was given a reinforcer (which was typically an Oreo or 5 minutes on the iPad.)

In an effort to answer the research question, “To what extent does a self-monitoring tool decrease instances of verbal protest with a student with autism?” data was collected using partial-interval data collection throughout the day in 5-minute intervals. For each interval that verbal protest was observed, a (V) was recorded.

To address the second research question, “To what extent do I as a teacher observe differences in Billy’s behavior with the use of a self-monitoring tool?” weekly summaries were written by the teacher describing her observations of Billy’s instances of verbal protest. After a summary was written during the baseline week, a summary was recorded after each week describing instances of verbal protest and other factors such as unexpected schedule changes. After analyzing data collected to address research question 1 (instances of verbal protest) and data from research question 2 (perceived differences of Billy behavior with implementation of intervention,) it was hypothesized that there would be a relationship between this information.

Data Analysis

During the week that baseline data was collected, each instance of verbal protest was indicated as a “V” in five minute intervals throughout the day. The average for the instances of verbal protest observed during the week of baseline data (October 20th-October 24th) was 10.8. From October 27th-October 31st, the average for the instances of verbal protest observed during the week was 8. From November 3rd -November 7th, the average for the instances of verbal protest observed during the week was 4.25. Data was not taken on November 4th due to there being no school that day. From November 10th -November 14th, the average for the instances of verbal protest observed during the week was 3. Data was not taken on November 11th due to there being no school that day. From November 17th -November 21st, the average for the instances of verbal protest observed during the week was 0.6.

When looking at the narrative notes, various observations were recorded:

Baseline- October 20th-24th

During the baseline week, Billy demonstrated verbal protest in math, reading, independent time, and packing up. On Monday, Billy screamed when he became frustrated with his reading worksheet. Another student began to cry in this instance. He also showed verbal protest during math. Although he would respond to each addition flashcard, he was observed saying, “No you $5 + 5 = 10$.” On Wednesday, Billy screamed when there was an unexpected assembly. On Friday, Billy screamed during group saying, “I don’t want to stay at the table.” Another student asked to take a break.

October 27th- October 31st

On Monday, Billy was introduced to the Self and Match. The examiner explained the benefits if using the tool (earning special things, working by himself, etc.) On Tuesday, Billy screamed when his speech session was canceled. On Thursday, Billy was observed taking deep breaths when he became frustrated with a new math concept. On Friday, Billy only demonstrated verbal protest during the Halloween parade.

November 3rd- 7th

On Tuesday, When Billy earned several times after snack, he said, “I need to have a quiet mouth to earn an Oreo.” He later told the examiner that he “did a good job.” Billy was observed throughout the week smiling and dancing every time that he earned using the self-monitoring tool.

November 10th- 14th

Billy’s instances of verbal protest have decreased since the baseline was taken. After each activity, he brings his Self and Match over to the teacher and says, “Let’s see how I did.” He has begun to identify his reinforcer prior to each activity. Billy was observed telling a classroom assistant, “I did it. I earned all of my points.” Billy has often been observed taking deep breaths when he is frustrated with his work.

November 17th-21st

Billy excitedly brings his Self and Match over to each activity. He continues to take deep breaths when he is observed getting frustrated with his work and when the schedule changes. Billy has been observed making comments such as, “I got all my points!” when he earns after an activity. He asked to bring his Self and Match home to show his mom.

Summary of Findings

When analyzing the quantitative partial-interval data collection, the average instances of verbal protest decreased from 10.8 in the baseline week to .6 in the final week that intervention data was collected. In three weeks, Billy achieved almost 100% reduction in verbal protests after the use of the self-monitoring system. It appears that now is the time to begin a fading procedure so that Billy begins to internalize self-monitoring behaviors and is not dependent on extrinsic reinforcers such as food.

When analyzing the qualitative written observations in narrative form, several key themes can be found. First, most instances of verbal protest were observed in the afternoon, particularly during math and reading block. It is also evident that Billy is using taking deep breaths as a replacement behavior when he begins to feel frustrated with work or when the schedule changes. Although his face turns red in these instances, he does not make verbal statements. Finally, it can be inferred from the data that Billy understands the benefits of using his self-monitoring tool as documented by comments such as, “I did it. I earned all of my points.” and “I need to have a quiet mouth to earn an Oreo.” After

making the connection that “keeping a quiet mouth” helped him earn an Oreo or time on the iPad, he began to identify his desired reinforcer before the activity began. It is believed that Billy’s instances of verbal protest decreased due to his desire to earn his targeted reinforcer.

Limitations

This study was designed with one participant. It cannot be determined if the results would be similar with a larger pool of participants. Data was taken for a limited amount of days. Additional data would need to be taken in order to document long-term effects of using this self-monitoring tool. Due to the limited time-span of the study, additional time would be needed to take data on Billy’s ability to use the self-monitoring tool independently.

Implications for Transformational Pedagogy

Although I have done Action Research in the past, I feel that this research along with required reading has developed my understanding of the various ways to take data. As a special education teacher, I am constantly monitoring academic and behavioral progress of my students.

For the most part, the data that I collect is quantitative in nature, documenting instances of aggression or a specific percentage for an IEP goal on reading comprehension. Through completing this project, I discovered the importance of triangulation. By collecting quantitative data on Billy’s instances of verbal protest while concurrently documenting my own qualitative observations, I saw patterns in the data that I may have missed with limited data collection. From this experience, I feel that I need to expand the ways that I take data both formally and informally in the classroom in order to get a better sense of how my students are progressing. This will be of particular importance when taking behavioral data, since anecdotal notes will assist in determining antecedents for observed behavior. From completing this Action Research, I have also been reminded that even one small intervention such as the addition of a self-monitoring tool can drastically improve a child’s ability to function and learn in the classroom.

Final Thoughts

Although Action Research seems like a daunting process at first, it is reflective of the type of data-driven decisions that we make every single day in our classrooms. Even though I feel comfortable taking and analyzing quantitative data due to the nature of my classroom, through this process, I learned different types of qualitative data collection and how to code and analyze the results. This will shape how I take behavioral data in my classroom. I also feel that the emphasis on the literature reminded me to research what has already been done in the area of focus when I am considering a possible intervention. By looking at what has been effective in other studies, this can help pinpoint possible options for my students. After taking part in this process from beginning to end, I will complete Action Research in the future with a greater emphasis in taking data in various forms. I will also put greater thought into possible limitations when making data-driven decisions.

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Appendix

Verbal Protest Data Date: _____

(For each interval that verbal protest is observed, a (V) is recorded.)

Time	Recorded Instances of Verbal Protest	Time	Recorded Instances of Verbal Protest
9:00		12:40	
9:05		12:45	
9:10		12:50	
9:15		12:55	
9:20		1:00	
9:25		1:05	
9:30		1:10	
9:35		1:15	
9:40		1:20	
9:45		1:25	
9:50		1:30	
9:55		1:35	
10:00		1:40	
10:05		1:45	
10:10		1:50	
10:15		1:55	
10:20		2:00	
10:25		2:05	
10:30		2:10	
10:35		2:15	
10:40		2:20	
10:45		2:25	
10:50		2:30	
10:55		2:35	
11:00		2:40	
11:05		2:45	
11:10		2:50	
11:15		2:55	
11:20		3:00	
11:25		3:05	
11:30		3:10	
11:35		3:15	
11:40		3:20	
11:45		3:25	
11:50		3:30	
11:55			
12:00			
12:05			
12:10			
12:15			

12:20			
12:25			
12:30			
12:35			

The Forensic Accountant in the Property and Casualty Insurance Claim Industry—Expense or a Cost Benefit

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This work is housed in digital commons at http://digitalcommons.lasalle.edu/ecf_capstones/1/

Abstract

This paper describes how the insurance companies recognize and control the costs for loss payments and loss adjustment expenses (LLAE) while trying to be profitable. This discussion will concentrate on these costs and expenses within the property and casualty (P&C) insurance sector. Categorization as loss payment or loss adjustment expenses (LAE) may be a cost benefit in determining which cost or expense to incur, in order to be more profitable.

As the specific aspects of the P&C insurance are laid out, to include underwriting the risk, to the claims end involving investigating the claim, the insurance company will take certain steps and make business decisions in resolving these matters. Within the LLAE, the utilization of the forensic accounting services in investigating these matters and the decision to utilize these services could change the overall cost to the insurance company and the determination of their profitability.

The economy is going through some turmoil. Major catastrophes like 9/11 and Hurricane Sandy, along with the growth of insurance fraud, have made it a struggle for insurance companies to be profitable. The forensic accountant can be a fundamental tool in controlling costs and maximizing profits.

The paper compares actual payments made by the carriers to the original costs for non-investigated claims. The overall savings is substantial. Applying these results to industry reported claims shows a large savings and this return on investment (ROI) becomes significant. Investigating claims by forensic accountants can lead to increased corporate profitability and benefit the consumer by reducing premiums.

Private Politics—The Business Conscience

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On the surface, private politics could be considered a legal form of extortion. The social pressures exerted on businesses could be seen as unethical. When examined further, private politics and the related social pressure utilized to facilitate positive change for the larger good is not only ethical, but required. When viewed in this way, private politics can function as a conscience for businesses. To support this argument, this paper will examine extortion, the challenges businesses face addressing the needs of stakeholders, and an ethical analysis of the tactics used in private politics.

Extortion is commonly defined as illegally gaining money or property through intimidation or undue exercise of authority. The aim of private politics is to indirectly gain money or property through facilitating a change in a business. Such change may require direct costs to modify infrastructure or processes and indirect costs due to lost time or missed opportunities. The tactics undertaken by individuals and non-governmental organizations (NGOs) engaged in private politics, either cooperative or confrontational, contain the underlying thread of forcing a change or causing a business to suffer consequences. Such consequences can include damaging brand image and lost revenue. These actions are a form of intimidation. Pursuant to this view, private politics can be considered legal extortion.

In businesses, managers must balance between the demands of profit and ethical behavior. Managers must focus primarily on serving the financial needs of the business because the success or failure of the business will have an impact on the income of other stakeholders. A business can also serve public needs by utilizing its resources in charitable ways individuals cannot accomplish on their own. Accordingly, it is in everyone's best interest that businesses remain focused on profit, while operating in ways that benefit the community.

To determine whether private politics is ethical, we can view the tactics utilized by organizations engaged in private politics through the "Ethical Lens Inventory". Looking at the rights and responsibilities lens, the letter of the law is met. The law supports free speech, including demonstrations. Indirect harm by forcing

added costs or loss of revenue, including brand image damage, is not illegal. Through the relationship lens, the tactics used in private politics can be considered what is fair for the community as a whole. Addressing social, environmental, and human needs is equitable. Using the results lens, forcing businesses to address problems may harm the stakeholders of a business; however, if the result is better for the community, it is ethical. Finally, looking through the reputation lens, viewing the actions of those engaged in private politics would be adjusted to what is best for everyone given the circumstances at that time. Given the current state of a problem, intimidating businesses could be appropriate. As the situation develops, the needs change and thus the ethical stance regarding the actions taken can change.

The Friedman Doctrine would stipulate a business should only focus on profits for the owners; allowing the owners to decide what actions to take to facilitate social investment. The argument against this approach is a company can be more powerful than an individual. A powerful company has the ability to command attention and harness resources - in the form of money and personnel - to make contributions in ways most individuals cannot. By embracing this social responsibility, businesses can serve the interests of all stakeholders, including the community.

When embraced, private politics can serve as a conscience to guide businesses in decision making. By cooperating with NGOs, managers can become aware of issues and determine how best to address them in positive ways for the business and the community. Revenues can be maximized and costs minimized without sacrificing community impact. Given the resources available to businesses, cooperation can serve to raise awareness of an issue and improve brand image. The business can become a model for others around the world to emulate, supporting a cycle of economic and social improvement.

Out of the Alley: Lessons from Safe Injecting Facilities (SIF)

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Abstract

Injecting drug use is a public health problem in need of novel intervention. Heroin and cocaine, two commonly injected drugs, highly contribute to overdose death. Overdose is now the number one cause of unintentional death in the United States. Those who inject drugs are also at risk of infectious diseases such as HIV and HCV. Current methods to reduce the harms associated with injecting drug use are not meeting the needs of injecting drug users (IDUs). In many parts of the world, injecting drug use is tolerated and permitted at supervised facilities where medical staff are available as needed.

To determine if such facilities are possible in the United States this literature review of research related to safe injecting facilities (SIF) was conducted. The databases PsychInfo and CINAHL Complete were utilized in this review. Thirty-two articles were considered, and five were excluded. Twenty-seven comprised the final literature review. It is clear that SIF will be utilized by IDUs. These facilities will serve to reduce risk of overdose, reduce disease transmission, increase treatment access, and provide a valuable service to the neighboring community. Further research and education are needed to gain public support for these lifesaving community interventions in the United States.

Introduction

Injection drug use is a public health problem that has been difficult to address, because of negative views on individuals who inject and limited treatment options. Individuals injecting drugs face high risk of contracting infectious diseases and premature death from overdose. The drug users are often forced to inject in unsanitary public settings, placing not only them at risk, but the general public (Green et al., 2003; Navarro & Leonard, 2004). Present interventions include arrest and dispersing injecting drug users (IDUs), forcing them away from proactive treatment services, further into the challenges and risks of injecting drug use. It has been shown that for every dollar spent on treatment, seven dollars are returned (Ettner et al., 2006). In order to experience these results, novel interventions allowing IDUs to access medical services must be made available.

Rates of overdose death related to drug use have been steadily climbing since 1970 (CDC, 2010). In 2008, cocaine was involved in almost 500,000 emergency department visits for overdose and heroin was involved in over 200,000 (CDC, 2010). Between 1999 and 2004, the rates of overdose deaths almost doubled from over 12,000 to over 20,000 (Paulozzi & Annest, 2007) and have now surpassed car accidents as the leading cause of accidental death in the United States, taking the lives of nearly 40,000 annually (CDC, 2013).

Nationally, injecting drug use is the third leading cause of HIV infection (Grigoryan et al., 2009). According to the Centers for Disease Control and Prevention (CDC), from 2004-2007, almost 20,000 new cases of HIV were identified in IDUs (Grigoryan et al., 2009). Those between the ages of 35-44 were the most likely age group diagnosed. The majority of these individuals (74%) lived in urban areas. Black or African American males were the mostly likely diagnosed, accounting for over 17% of new cases. Hepatitis C (HCV) is another common infection transmitted by injection drug use, affecting almost 45% of the IDUs between the ages of 18-29 (Koh & Valdiserri, 2013). IDUs face challenges obtaining sterile syringes, a key resource to engage in safe injecting practices to limit disease transmission (Heller, Paone, Siegler, & Karpati, 2008).

Connection to treatment services is vital to reducing overdose deaths and preventing disease transmission. Yet few willingly engage in treatment unless they consider their use to be a problem. They may also decide that the benefits of use - e.g., for dealing with trauma, grief or pain - outweigh the costs. Use can

also promote a sense of belonging and allow individuals to have positive experiences. Some are embarrassed to seek treatment due to stigma, and many are unprepared to follow the objectives of a traditional treatment program (Prochaska, DiClemente, & Norcross, 1992; Witkiewitz, 2005). Individuals frequently express a desire to seek treatment (Prochaska et al., 1992). However, most are only able to access programs that view substance use or users as immoral or diseased (Marlatt & Witkiewitz, 2002). By not adhering to an abstinence-only model, individuals are often blocked from treatment, labeled as noncompliant, and identified as abusers of the system. Help, according to the current model, is only available for those with the desire to abstain and who have hit their bottom (Mac Master, 2004). In practicing this type of exclusion, treatment programs are ignoring basic health and societal risks associated with injection drug use. Access to healthcare resources must be made available to the most marginalized populations of drug users.

In many parts of the world, injecting drug use is being tolerated at specific programs termed safe injecting facilities (SIF) or safe consumptions facilities (SCF). For the purpose of this review, the focus will be on SIF because they are directed specifically at injecting drug users and provide a range of healthcare and ancillary services. SCF are more commonly associated with tolerant places to both smoke and inject drugs, often with minimal intervention (Wolf Linssen, & de Graff, 2003). As of 2003, there were 50 formal SIF in six countries, one of which is located in North America (Broadhead et al., 2003). These facilities differ to varying degrees on how they provide assistance to injecting drug users (Wolf et al., 2003). Historically, these programs faced many challenges initiating their services due to a lack of evidence supporting their implementation (Wodak, Symonds, & Richmond, 2003). In Australia, underground injecting rooms snowballed into public requests for a scientifically evaluated SIF (Wodak, et al., 2003). The present literature review aims at examining available literature about SIF to develop a clear picture of the benefits and challenges of opening a SIF in the United States and also identify areas for further research.

Search Strategy

Peer-reviewed journal articles were searched utilizing the databases PsychInfo and CINAHL Complete. Articles were obtained between 1980 and 2013 to include the years when harm reduction strategies began gaining momentum and include up-to-date publications. To examine publications specific to opinions of safe injection facilities (SIF) and the potential impact of SIF on injecting drug users (IDUs) and the community, criteria included articles which were peer reviewed, were samples of adults (age 18+), and published in English. Search terms included combinations of searches for safe/safer/supervised injecting/injection facility/facilities and qualifiers of opinion, public, perceptions, consideration, and perspective. These searches yielded between 2 and 19 results. To examine reasons for safe injection facilities, a search was conducted for safer injection and illicit drugs. This strategy returned 17 results.

Titles and abstracts were examined to determine if SIF were mentioned. A total of 32 articles which mentioned SIF were cataloged and each complete article was read to determine if the authors ad-

ressed opinions, benefits, or use of SIF. Five articles were excluded in the final literature review. One article was not included because it did not scientifically explore opinion, but provided a narrative of the progression from underground operation to legal entity in Australia (Wodak, Symonds, & Richmond, 2003). Another described facilities in the Netherlands through a literature review, observation, and interview process (Wolf et al., 2003). Three other excluded articles explored syringe access and use within the community (Heller, Paone, Siegler, & Karpatis, 2009), provided demographic description of public injectors and factors related to public injection (Navarro & Leonard, 2004), and described patterns of injecting drug use as a basis for opening a facility (Green et al., 2003). Excluded articles were included in the introduction to this review. The remaining 27 articles comprise the present literature review. The articles were grouped to explore opinions of use and implementation of SIF, utilization of SIF, benefits of SIF, and considerations for further implementation and improvement of SIF.

Literature Review

Articles included in this review stemmed from pre- and post-implementation of North America's first SIF, Insite, in Vancouver, Canada. Despite the search criteria range of 1980-2013 the majority of articles were from the years 2003 and 2007. These years include the year prior to implementation and four years into assessment of Insite, respectively. Articles also addressed the nature of SIF in Australia and considerations of current injecting drug users in San Francisco and New York City. Readers will note that in North America, these three cities are also home to organized and public groups termed Drug Users Unions, which advocate for resources and interventions to reduce negative outcomes for current and former drug users. The following review is arranged into categories associated with opinions of opening and utilizing SIF, benefits and challenges of SIF, and additional considerations.

Of the 27 articles included in this review, 10 utilized data from the Scientific Evaluation of Supervised Injecting (SEOSI) cohort or interviews with participants. This is a formal evaluation of Vancouver's SIF. Random recruitment for the SEOSI took place at Insite. A computer alerted staff to recruit participants randomly on their second visit to the SIF. An interviewer-administered questionnaire was conducted. Blood samples to test for HIV and HCV were also taken. A total of 1065 participants were included over a two year period from 2003 to 2005.

Studies addressing implementation, desire to use and actual usage of SIF

Thirteen articles addressed the consideration of IDUs to utilize a SIF, potential considerations by the general community and key informants, or investigated the use of available SIF. These studies included qualitative interviews with current IDUs and reviews of registrations at the facilities. Risk factors leading to utilization, reasons for or against attending, and possible challenges were addressed.

Four articles surveyed current IDUs to determine if they would be willing to attend a SIF with estimates of considered use ranging

from 38% to 92% of IDUs. These studies took place in Vancouver, Canada (Kerr et al., 2003; Kerr, Wood, Small, & Palepo, 2003), New York City, New York (Broadhead et al., 2003), and San Francisco, California (Kral et al., 2010). The studies conducted by Kerr and colleagues identified that up to 92% of IDU would be willing to utilize a SIF (Kerr et al., 2003). These numbers were largely lower in cocaine-using populations where 38% reporting willingness and 62% said they would not use a SIF (Kerr, 2003). In New York City, 80% of current needle exchange participants were willing to utilize a SIF and this increased to 93% for those who regularly injected in public places (Broadhead et al., 2003). Finally, Kral et al. (2010) identified that 85% of IDU in San Francisco would be willing to attend a SIF.

Those who were more likely to use a SIF were also higher risk injectors, placing them at more risk for HIV and HCV (Broadhead et al., 2003; Wood et al., 2005). These individuals were more likely homeless, more likely to share needles and other injection equipment, and frequently injected with strangers (Anoro, Ilundain, & Santisteban, 2003; Broadhead et al., 2003; Wood et al., 2005). Participants also reported they were more likely to have difficulty obtaining clean syringes, require help injecting, report frequent heroin injecting, inject in public places, (Broadhead et al., 2003; Wood et al., 2005; Kerr, Small, Moore, & Wood, 2007) and be involved in the sex trade (Kerr et al., 2007). Individuals who would consider using a SIF frequently reported that they thought the facility would help improve their safety, not only from risk directly associated with injecting, but also from assaults, robbery, murder, and arrest (Kerr et al., 2003; Jozaghi & Andersen, 2013). It is important to note only those who reported injecting in the past six months were included in the studies. Only one study, Wood et al. (2005), identified that this could be a possible limitation, skewing results toward the higher risk individuals.

One study investigated the opinions of key stakeholders. This study took place in Tijuana, Mexico and included 40 key stakeholders from various sectors including religious groups, politicians, and medical personnel (Philbin et al., 2008). The authors' goals were to investigate the feasibility and acceptance of three harm reduction strategies, needle exchange, syringe vending machines, and SIF. The authors found that SIF were the least acceptable and least possible of the harm reduction strategies, with 58% considering SIF acceptable, but only 25% acknowledging that SIF were a possible intervention (Philbin et al., 2008). Those in the religious sectors were most opposed, considering SIF insufficient and likely to promote drug use. Philbin et al. (2008) received no consents for interviews from those in law enforcement.

These results were similar to a general community survey in Ontario, Canada in which 60% agreed SIF should be accessible for IDUs (Cruz, Patra, Fischer, Rehm, & Kalousek, 2007). Support for SIF in Australia was much higher than North America. In telephone interviews conducted prior to and following the implementation of Australia's first SIF, both residents and businesses reported nearly 80% support of SIF access (Thein, Kimber, Maher, MacDonald, & Kaldor, 2005). These interviews also identified that the community did not think SIF would increase the rate of injecting (Thein et al., 2005).

Four studies identified the use of current SIF through registrations and interviews. First, van Beek (2003) found that 4,719 individu-

als were registered in the first two years of Australia's Medically Supervised Injecting Centre (MSIC). In this time period over 88,000 injections took place at an average of 226 per day (van Beek, 2003). In Barcelona 1,677 people registered in the first year of EVA (Anoro et al., 2003). By 2006, 6,747 individuals had registered at Vancouver's Insite (DeBeck et al., 2011).

It was found that the majority of users utilized the SIF infrequently, with 57% reporting less than 25% of injections took place at the SIF, 25% used a SIF for 26% to 74% of injections, and 7% reported use for all injections (Wood et al., 2005). On weekends the SIF saw an increase in participants from areas outside the immediate neighborhood (Anoro et al., 2003). In only one report was a person's first injection completed at a SIF, despite the fact that over 100 individuals annually initiate injection each year in the area (Kerr et al., 2007).

Studies addressing overdose

Six journal articles included in this review addressed overdose. These articles highlight that SIF are saving lives (Kerr et al., 2007; Jozaghi & Andersen 2013). In cities surveyed without access to a SIF, overdose is regularly associated with death (Jozaghi & Andersen, 2013). IDUs present when someone overdoses often do not know what to do (Jozaghi & Andersen, 2013) and may abandon or steal from the individual overdosing (Kerr et al., 2007). By history, over 58% of the SEOSI cohort reported past non-fatal overdoses (Milloy et al., 2008). Since utilizing the SIF, less than 10% reported experiencing non-fatal overdoses (Milloy et al., 2008).

The reduction in non-fatal overdoses is important as it refutes opposition claims that SIF would increase the likelihood of overdoses (Milloy et al., 2008). Marshall, Milloy, Wood, Montaner, and Kerr (2011) examined coroner reports for accidental overdose in the city of Vancouver between 2001 and 2005. There were a total of 290, but the authors found a 35% reduction in the area surrounding the SIF and a 9% reduction in other areas after it opened. It should be noted that there was also a 15-day spike in overdose deaths after the SIF opened due to powdered methadone being added to heroin (Marshall et al., 2011). SIF participants report one important factor preventing overdose – their ability to take their time and sample drugs for purity and strength (Kerr et al., 2007).

SIF are able to prevent overdose deaths because of the rapid response by staff (Kerr et al., 2007) and the availability of life saving equipment and the medication Narcan (naloxone), an opioid antagonist that binds to opioid receptors flushing out and preventing further intake of opioids (Anoro et al., 2003; Kerr et al., 2003). Over a two-year period, there were 553 overdoses managed at MSIC in Australia (van Beek, 2003) and 377 at EVA in Spain, of which 52% involved respiratory arrest (Anoro et al., 2003). Most importantly, there were no overdose deaths at the facilities in this time period (Anoro et al., 2003; van Beek, 2003). One statement from the qualitative interview by Kerr et al. (2007) sums up the benefits of overdose protection at a SIF – “Dead people are found in their room. They are not found at Insite (Vancouver's SIF).” (pg 40).

Studies addressing safe injection practices

Eight articles explored concepts of safer injection among SIF participants. Kerr et al. (2007b) gathered data from the SEOSI cohort to identify the length of time individuals were injecting and the circumstances surrounding their first injections. Kerr et al. (2007) found that the majority of SIF participants were long-time IDUs and their median length of injecting was 15.9 years. Fast, Small, Wood, and Kerr (2008) conducted qualitative interviews with 50 SEOSI participants and found that a significant lack of knowledge existed about safe injection practices. This was common not only among new injectors, but also with IDUs with over 20 years of experience. As noted earlier, only one person reported their first injection took place at the SIF (Kerr et al., 2007). From the others surveyed, 20% reported that their first injection was with a used syringe and 75% reported that it was administered by someone else (Kerr et al., 2007).

At the SIF, participants could improve their safe injecting practices with increased access to sterile syringes and equipment (Anoro et al., 2003; Salmon et al., 2009; Small, Moore, Shoveller, Wood, & Kerr, 2012; Jozaghi & Andersen, 2013). An environment to improve injection practices was made available, exceeding the work of needle exchange programs and community outreach which often have intermittent points of contact (Fast et al., 2008). SIF are enhanced by staff nurses who reinforce safer practices over extended periods (Jozaghi & Andersen, 2013; Fast et al., 2008). Over 50% of participants report receiving direct support from nurses (Wood et al., 2008) who they viewed as experts who can be trusted to provide individually tailored educational messages (Kerr et al., 2007; Fast, 2008).

The efforts of nurses to educate SIF participants can be seen in the vast improvements among participants. Salmon et al. (2009) surveyed MISC participants in Australia to determine lifetime prevalence of injection-related problems, injuries, and diseases. Salmon et al. (2009) found that one third of MISC participants reported problems compared to 69% of needle exchange participants in the same area. Petrar et al. (2007) utilize the SEOSI cohort to examine perceptions of SIF impact on their injecting behavior in the community, finding 54% used clean water, 37% reused equipment less often, and 49% cleaned the injection site. Participants also reported less sharing of equipment (Fast et al., 2008; Jozaghi & Andersen, 2013). SIF participants became “safety and educational ambassadors” (Jozaghi & Anderson, 2013, pg 7), providing clean needles and encouraging the use of clean equipment and other practices to other IDUs in the community.

Studies investigating improvements in the community

Five studies identified the benefits to both the IDU and the non-IDU communities surrounding the SIF. The reduced risk of police involvement and arrest (Small, et al., 2012; Jozaghi & Andersen, 2013) decreased the need to rush use, a common factor in overdose (Kerr et al., 2007; Small, et al., 2012). Participants reported feeling safer at the SIF than they do on the streets. Participants attributed this to reduced risk of theft, assault, and death (Small, et al., 2012; Jozaghi & Andersen, 2013) often attributed to overdose (Kerr et al., 2007). Feelings of safety at SIF were enhanced for women who are at increased risk of violence or exploitation when seeking to inject in public (Fairbairn, Small, Shannon, Wood, & Kerr, 2008). Participants also reported less public use and reduced

public disposal of syringes (Jozaghi & Andersen, 2013; Petrar et al., 2007), reducing risk associated with HIV and HCV transmission. SIF provided environments to intervene in the case of a medical emergency, such as an overdose. This reduced the use of emergency medical services such as ambulance transport and emergency departments (Jozaghi & Andersen, 2013) freeing these services for community needs.

Studies addressing how SIF connect IDU to other services

Seven studies examined the potential enhancement of service utilization by SIF participants. In an evaluation of the SEOSI cohort and factors associated with injection cessation, Debeck et al. (2011) identified that in tolerating use of illicit drugs, SIF provide a space for a hidden population to enter a healthcare setting on their terms, positively impacting connections to services. SIF participants report the ability to connect with counselors and nurses for a variety of services. Jozaghi & Andresen (2013) contrasted this report with IDU in cities surrounding Vancouver without access to a SIF. These individuals were not interested in looking for service because their healthcare focus was finding a clean needle. However, regular use of a SIF and contact with counselors was positively associated with entering drug and alcohol treatment programs (Debeck et al., 2011).

Staff were seen as facilitators of treatment and ancillary services because they were caring and allowed for trust to be built (Fast, 2008; Small, Wood, Lloyd-Smith, Tyndall, Kerr, 2008; Jozaghi & Andersen, 2013). There were about 1,800 referrals to health and social services in the first two years of MISC in Australia, 44% of which were to drug and alcohol treatment (van Beek, 2003). Additionally, 23% of the SEOSI cohort reported they stopped injecting for a period of at least six months (DeBeck et al., 2011). Frequently, participants held stable jobs (Anoro, 2003) with over 36% reporting having a regular job in the past six months (Richardson et al., 2008). It must be noted that regular use of the SIF was not associated with employment. Only binge use was associated with employment, highlighting that some may concentrate their use in order to maintain work (Richardson, 2008).

Further considerations

Nine studies address topics related to the previous sections and supplement the findings. First, Andersen and Jozaghi (2012) and Jozaghi, Reid, and Andersen (2013) examined the cost-benefit analysis of SIF in Canada through a mathematical model. If SIF were to be opened in Montreal, there could be 14-53 fewer HIV cases and 84-327 fewer HCV cases, resulting in about \$1.5 million in savings annually. These savings do not account for other healthcare costs, such as overdose and infections at the injection site (Jozaghi et al., 2013). The authors note that in order to expand the cost savings of a SIF, it must attract new IDUs and thus open in new areas accessible to IDUs and not served by a present SIF (Andersen and Jozaghi, 2012).

Significant factors must be considered which may impede use of SIF. Operational procedures in particular may turn IDUs away; particularly wait times, monitoring, need to present ID and register, and police presence (Kerr et al., 2003; Kerr et al., 2007; Petrar et al., 2007; Kral et al., 2010). Hours of operation also need to be

considered (Petrar et al., 2007), rules on sharing drugs, limits on numbers of injections, and the specific needs of cocaine toxicity may also discourage participation by IDU (Kerr et al., 2003).

Conclusion

It is clear that a large portion of IDUs are willing to utilize SIF. These individuals are often at higher risk and will benefit from the support and clean environment of a SIF. There are overwhelming numbers of individuals actively using SIF in six countries. The evidence is clear from this utilization, if opened SIF will save lives and improve health. In many cases, the availability of SIF can be the best protection from overdose by allowing IDUs to take their time and be in the presence of trained staff with resources to intervene and prevent deaths that would normally occur in the streets or homes of IDUs.

The improvement in safer injection practices was seen not only at the SIF, but also within the surrounding communities. Those who use SIF helped spread messages of safety within the injecting drug using community not engaged with the SIF. The process of moving injection drug use off the streets and out of alleys places less risk on IDUs in regard to their safety, arrest, and disease transmission. IDUs were not the only ones to benefit, the general public who share these same communities witnesses cleaner, safer neighborhoods as well. Emergency services which had frequently been burdened by IDUs were now available for others. The emergency services needed could be administered at the SIF.

Connections to services outside the SIF are key evidence to the benefit of SIF as well. It is clear reaching more at risk populations enables SIF staff to provide access to services that would otherwise be avoided. The trust of staff and the educational opportunities provided can help to facilitate those connections. This trust was built over time, by visiting with the same health professionals who were nonjudgmental and caring. IDUs were provided with hope, a tool often withheld from them on the street and in traditional treatment settings. When an individual was ready for traditional treatment they had the access to the same caring professionals who could facilitate the connection.

The present literature review examines aspects of available research about SIF. The results of this research may be limited by the search criteria. The majority of SIF and SCF available are in non-English speaking countries, but this author could only utilize journal articles published in English. Translation of non-English reviews should be considered for further research. Additionally, two articles were found which gauged the general public's opinion about SIF, one in North America. Only two studies identified in this review took place in the United States. SIF are a relatively new intervention and therefore little research is available. Understanding public opinion is necessary to implementing a SIF, as the community can petition for or against such facilities in their neighborhoods.

If SIF are to be considered, further research is needed in the best methods for gaining community support, addressing political challenges, and identifying the optimal design of such facilities. Key stakeholders should be included in these discussions. These individuals should include current drug users, former drugs users,

their families, community members, policy makers, drug treatment professionals, medical professionals, law enforcement, and public health professionals. Evidence of the benefits of SIF are growing, but previous attempts to implement SIF demonstrate that implementation will be challenging. As stated in the literature review, key stakeholders may find SIF acceptable, but do not foresee their implementation likely. It will take strong connections with community leaders, research, education, and positive advocacy to implement a SIF and save the lives of many in need.

The problem with our current system is that "Dead addicts don't recover" (Mac Master, 2004, p 358) but traditional approaches wait for them while community level intervention push IDUs further from help. SIF provide access to life-saving interventions and quality healthcare which may give IDUs the chance to recover. We must remember that not everyone is prepared or capable of ending their use. Instead many pathways need to be available. SIF will reduce disease transmission and remove overdose as the leading cause of accidental death. If we can improve the quality of life for IDUs we may also improve the health and wellbeing of many others in the United States.

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The Effect of Nonverbal Immediacy and Biological Sex on Subordinate Job Satisfaction and Supervisor Credibility and Liking

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Executive Summary

This paper explores the relationships between nonverbal immediacy, biological sex, job satisfaction, credibility and liking. An online survey was used to answer the following questions:

RQ1: Do subordinates recognize a significant distinction between male and female supervisors' use of nonverbal immediacy?

H1: Supervisors who display nonverbal immediacy will be perceived as more competent communicators by their subordinates.

RQ2: Is there a relationship between the subordinate's perception of his or her supervisor's credibility and the subordinate's reported job satisfaction?

RQ3: Is there a relationship between the subordinate's perception of his or her supervisor's liking and the subordinate's reported job satisfaction?

RQ4: Is there a significant difference in a subordinate's reciprocation of nonverbal immediacy based on the biological sexes of the superior-subordinate relationship?

RQ5: Is there a relationship between subordinates' reciprocation of nonverbal immediacy and subordinates' reported job satisfaction?

Participants included 154 working adults, 46 male and 108 female, ranging in age from 21 to 76. Respondents were asked to complete a 143-item online survey between May 9, 2014 and July 1, 2014 that used the following scales: Nonverbal Immediacy Scale-Observer Report, Job Satisfaction Survey, Communication Competence Scale, Rubin's Liking Scale and McCroskey's Measurement of Ethos.

T-tests showed that there was no significant difference in the perceptions of nonverbal immediacy among members of different biological sexes. Results also showed that immediacy and communication competence had a significant positive correlation, an inverse relationship was found between supervisor's credibility and subordinate's job satisfaction and a positive correlation was found between supervisor's liking and subordinate's job satisfaction. The scale used to test reciprocation was not reliable, and therefore could not be tested.

I. Introduction

A universal interest of organizations worldwide is the retention of employees. Employees have a tendency to remain with an organization for as long as they experience satisfaction with their job. Therefore, organizations and researchers alike have contributed a great deal of time into researching what increases employee satisfaction.

One aspect of job satisfaction that is often overlooked deals with communication between employees and their supervisor, specifically nonverbal communication. Supervisors and subordinates worldwide engage in nonverbally immediate or nonimmediate behaviors when communicating with each other. By examining these behaviors, the impact they have on communication among supervisors and subordinates, reciprocation of the behaviors, and overall job satisfaction, organizations may be able to train supervisors to become more competent communicators. An increase in communication competence among supervisors may lead to an increase in job satisfaction and employee retention.

II. Review of Literature

Nonverbal Immediacy

The theory of immediacy refers to the ability of nonverbal communication to increase the perceptions of physiological or psychological closeness between individuals (Mehrabian 1971; Madlock 2006a). In this study, nonverbal immediacy will be defined as communicative, nonverbal behavior such as eye contact, body movement and facial expressions that results in a perceived increase of closeness in an interpersonal relationship. There are many nonverbal behaviors that can result in feelings of immediacy, though the most common behaviors identified as being nonverbally immediate in research include smiling, making eye contact in a non-threatening manner, leaning toward or sitting near an individual, and touching an individual (Madlock, 2006b; Richmond and McCroskey 2000b). When a person engages in one of these behaviors, they are silently communicating to the individuals around them that they are socially accessible, available or being attentive to their conversational partner (Mehrabian, 1971). The quantity or strength of these behaviors is also an indication of the closeness of an interpersonal relationship among individuals as well as the psychological distance between them (Mehrabian, 1971). If the quantity and intensity of the nonverbal immediacy behaviors increases, it will typically result in an increase of interpersonal closeness and a decrease of psychological

distance (Mehrabian, 1971).

Nonverbal immediacy has been connected to behaviors that indicate positive feelings, such as “warmth, closeness, openness and involvement with other persons” (Infante, Rancer and Womach, 2003; Madlock, 2006b, p. 9). Individuals typically respond to nonverbal immediacy with an increased like for that person, making their relationship stronger. As Mehrabian (1971) stated in his research, “People are drawn towards persons and things they like, evaluate highly, and prefer; and they avoid or move away from the things they dislike, evaluate negatively, or do not prefer” (p. 1).

Even when nonverbal immediacy is responsible for increased closeness in a relationship, participants in the conversation may not be aware of the cause. As several studies have pointed out, an individual oftentimes does not recognize the behavior as nonverbal immediacy, nor do they recognize the effect it has on their relationship (Richmond & McCroskey, 2000a; Madlock, 2006a). Individuals may even respond to these nonverbal behaviors without consciously thinking about it. When returning acts of nonverbal immediacy, an individual will do so collectively, as opposed to responding to each behavior individually (Richmond & McCroskey, 2000b).

Nonverbal Immediacy in Education

Extensive research has been done on the effects of nonverbal immediacy in an education setting (Teven, 2010). Research by Andersen, J., Andersen, P. and Jensen (1979) asserted that “good” teachers laugh, smile, gesture, stand and walk more often. They will also reduce the barriers between his or herself and the students by staying out from behind their desks (Andersen et al., 1979). As a result, students have demonstrated an increased willingness to learn, be motivated and satisfied (Myers & Ferry, 2001; Teven, 2007). Teachers with high nonverbal immediacy are perceived as more likeable and warm, more accessible and approachable and more positive (Mehrabian, 1971; Chamberlin, 2000).

In contrast, an instructor who lacks nonverbal immediacy is viewed as demonstrating a type of “misbehavior.” (Teven, 2010). Students may also perceive a nonimmediate instructor’s behavior as inappropriate or cold (Teven, 2010). This research implies those supervisors who do not demonstrate nonverbal immediacy in a non-education professional setting can also be perceived as inappropriate and their behavior as a barrier to communication (Teven, 2010).

Nonverbal Immediacy in the Professional Workplace

Effective communication is essential to the interpersonal relationship between supervisors and subordinates in the workplace. Nonverbal communication behaviors, such as facial expressions, eye contact and body language, are a fundamental aspect of this relationship (Burgoon, Buller, & Woodall, 1996). For example, subordinate perceptions of communication openness are correlated to the nonverbal warmth demonstrated by a supervisor through eye contact, facial expression and body movement (Tjosvold, 1984).

Additionally, job and communication satisfaction of subordinates is positively influenced by the supervisor’s use of immediacy (Madlock, 2008). Research by Koermer, Goldstein and Fortson (1993) has shown that employees feel more valued, respected and relationally attractive when their supervisors utilize immediacy. Nonverbal messages have also been shown to impact subordinate perceptions of trust, deception, attraction, social influence, emotional expression, impression formation and communication openness (Chamberlin, 2000; Burgoon et al., 1996; Myers & Ferry, 2001).

Biological Sex

There has been an extensive amount of research on biological sex and its impact on nonverbal behavior and leadership. However, there is limited research available with regard to nonverbal immediacy behaviors and biological sex in subordinate-supervisor relationships (Madlock, 2006a). Previous research to determine the effects of biological sex has resulted in little progress since some research suggests biological sex differences while other research suggests there are no biological sex differences (Aires, 2006; Madlock, 2006a). Aries (2006) has proposed that the varied results of this research is due to the presence of several factors in the research, such as the nature of the task, social roles and stereotypes.

Researchers who argue against the existence of biological sex differences, such as Andersen (2006) have stated that, “biological differences between sexes revealed no evidence to exclude either sex from being an excellent manager” (p. 127). Teven’s (2007) research supports the idea that both female and male managers can be perceived as competent, credible and trustworthy when they engage in highly immediate behavior and use positive power strategies. In his experiments, neither the female nor male manager was perceived as being superior to the other, but both were perceived as superior to non-immediate colleagues by subordinates (Teven, 2007). His research would support the concept that there are no biological sex differences.

Other researchers argue that analyzing biological sex differences among supervisors defeats the primary goal of seeking the best candidate for each individual managerial position. Powell and Graves (2006), two proponents of this idea argue, “The proper goal for leadership-training programs is neither to teach men how to behave more like women, nor to teach women to behave like men. Instead, the goal should be to enhance the likelihood that all people, women and men, will bring the right stuff to leader roles” (p. 93).

Other research has supported the concept that biological sex differences are apparent in communication. Hall and Friedman’s (1999) research posited that women in managerial positions were characterized by their subordinates as having “greater warmth” and “expressiveness” than their male colleagues. These females were more likely than males to use nonverbal behavior when communicating, and tended to use behaviors linked with openness, confidence and supportiveness more often (Hall and Friedman, 1999). Eagly and Johnson’s (1990) research indicated that women also tended to be higher in “interpersonal style” when communicating.

The success of female managers in interpersonal communication

may be partially due to research that suggests that women are more adept at accurately recognizing the expressions and body language of others (Morand, 2001). Women have more success recognizing the six universal facial expressions, “happiness, fear, sadness, surprise, anger, and disgust,” than men (Morand, 2001, p. 24). American women, in particular, are thought of as being more “emotive, intuitive, and feeling oriented” (Morand, 2001, p. 24).

Further research has argued that not only are there differences in the way the sexes communicate, but they are significant and noticeable (Baird and Bradley, 1979). Female managers have a strong tendency to share information, emphasize interpersonal relationships, be open to ideas, be encouraging, monitor employees and be concerned with the morale of her subordinates (Baird and Bradley, 1979; Teven, 2007). However, male supervisors were more likely than female supervisors to demonstrate dominance, challenge their colleagues and subordinates and lead conversations (Baird and Bradley, 1979; Teven, 2007).

Communication Competence

Larson, Backlund, Redmond and Barbour (1978) have defined communication competence as, “the ability of an individual to demonstrate knowledge of the appropriate communication behavior in a given situation” (p. 16). Communication competence is a multi-faceted concept that requires individuals to be adept in areas of knowledge, language, motivation, skill, behavior and effectiveness (Spitzberg, 1983; Madlock, 2006b, 2008). If an individual is considered competent in communication, he or she has the capability to combine the use of gestures, linguistics and speech to accomplish communication goals (Madlock, 2006b). However, another aspect of communication competence argues that as an individual attempts to accomplish these goals, they must also maintain a sense of appropriateness, through the use of “conversational and interpersonal norms” (Spitzberg, 1983; Madlock, 2008).

The concept of communication competence is applicable to nonverbal immediacy research, especially with regard to supervisor-subordinate relationships, because immediacy is an essential piece of becoming competent in communication. Previous research concerning the relationship between teachers and their supervisors showed that supervisors were considered more competent communicators when they decreased the quantity of nonimmediate behaviors (Chamberlin, 2000). Behaviors including a relaxed posture, using physical barriers, minimal eye contact and limited gestures and head nods were found to discourage the trust of the subordinates, in this case, teachers (Chamberlin, 2000).

Satisfaction

Current research has shown that there is a positive correlation between communication competence and satisfaction (Madlock, 2006b). The concept of satisfaction is two-fold; both employee and communication satisfaction are often considered. Employee satisfaction or job satisfaction has been defined in a variety of ways (Winska, 2010). Taylor (1970) defined employee satisfaction as an individual receiving the “highest possible earnings with the least amount of fatigue” (p. 68). However, an alternate definition provided by Locke (1976) described job satisfaction as “a pleasurable or positive emotional state from the appraisal of one’s job or

experiences” (p. 1297).

These two components are of interest to researchers because communication and job satisfaction are linked to the turnover rates of an organization (Winska, 2010). When employees are dissatisfied with their jobs, there is an increase in the number of days they are absent, as well as increased levels of stress and a decrease in commitment to their employer (Winska, 2010). Similarly, employees who consider themselves “satisfied” with the communication of their supervisors and their job will perform at a higher level than a discontented employee (Gruneberg, 1979). As a result, a higher level of performance has been shown to lead to more effective and productive employees and a positive corporate culture (Gruneberg, 1979; Madlock, 2006a, 2006b).

Miles, Patrick, and King (1996) demonstrated that the communication between supervisors and subordinates is an important variable in the analysis of job and communication satisfaction. Supervisors are considered to have a significant influence on the satisfaction of their subordinates (Pincus, 1986; Madlock, 2006b). When a subordinate is satisfied with communication with their supervisor, it has a positive influence on their overall job satisfaction (Madlock, 2006b). Whether or not a subordinate will perceive their interactions with a supervisor as being satisfying is in part determined by nonverbal immediacy (Teven, 2010).

The use of nonverbal behavior to demonstrate dominance and superiority is correlated with a decrease in communication satisfaction (Teven, 2010). Likewise, the use of nonverbal behavior to demonstrate openness, sincerity and an eagerness to listen has been correlated with an increase in communication satisfaction (Teven, 2010). Similar to the evaluation of nonverbal immediacy as a whole, some research has supported biological sex differences in communication satisfaction with supervisors. Subordinates of female supervisors were more likely than subordinates of male supervisors to be satisfied with their jobs (Madlock, 2006a). Madlock’s (2006a) research also demonstrated that the aforementioned female supervisors engaged in higher levels of nonverbal immediacy and were perceived as more competent communicators than their male colleagues.

Credibility

Nonverbal immediacy also has an impact on the credibility of a supervisor, though there has been limited research on the topic (Teven, 2010). Credibility has been called the “foundation for successful influence” (Teven, 2010, p. 72). Simply put, a subordinate is more likely to work harder for a supervisor that they like and perceive as credible (Teven, 2010). When a subordinate dislikes a supervisor or does not trust them, the relationship between the two has the potential to become evasive and unproductive (Teven, 2010). Research by Teven (2010) suggests that supervisors who wish to remain effective should practice positive and immediate behavior in the workplace.

Liking

Another variable of nonverbal immediacy that has received limited attention in research is liking (Madlock, 2006b). Liking has been defined as the mixture of “respect and affection” (Rubin,

1970; Hinkle, 2001, p. 130). It is created and conveyed amongst supervisors and subordinates through nonverbal behavior (Teven, 2010). The appearance of both nonverbal immediacy and liking in a professional environment were “strongly correlated” and essential for successful communication (Hinkle, 2001). When supervisors and subordinates like each other, there are fewer opportunities for interpersonal conflict to arise, and more opportunities for positive interpersonal influence (McCroskey, Richmond, & Stewart, 1986).

Reciprocity

The subordinates of supervisors who engage in nonverbal immediacy behaviors reported feeling more “valued, respected and relationally attractive” than subordinates of supervisors who did not engage in nonverbal immediacy behaviors (Koerner et al., 1993). This is the result of the principle of immediate communication, which states that the more communicators employ immediate behaviors, the more others will “like, evaluate highly and prefer such communicators” (Madlock, 2006b, p. 10-11; Richmond & McCroskey, 2000b). Additionally, the less communicators use immediate behaviors, the more others will “dislike, evaluate negatively and reject such communicators” (Madlock, 2006b, p. 10-11).

Subordinates will not only like immediate behavior more if they are exposed to it more often, they will begin to reciprocate the behavior. The norm of reciprocity and research by Manz and Sims (1981) suggests that subordinates have a tendency to reciprocate or imitate supervisor behavior. By applying the social learning theory, which states that individuals learn through observing the behavior of others, one can imply that it would be beneficial for supervisors to model nonverbal immediacy behaviors in the workplace (Teven, 2010).

III. Research Questions and Hypotheses

The overarching goal of this research is to expand on the existing research on the effect on nonverbal immediacy on the superior-subordinate relationship in a professional workplace environment. This topic has received a limited quantity of research outside of an educational setting. By conducting additional research, the current discussion on nonverbal immediacy will be expanded.

In comparison to other facets of immediacy, there has been a larger amount of research done on the impact of biological sex on displays of nonverbal immediacy behaviors. However, an agreement has yet to be reached among researchers regarding the presence of biological sex differences in immediacy behaviors. The following research question will seek to contribute to the current debate:

RQ1: Do subordinates recognize a significant distinction between male and female supervisors' use of nonverbal immediacy?

Second, an additional hypothesis will address the suggestions of previous research that nonverbally immediate supervisors will be perceived as more competent communicators than nonimmediate supervisors, regardless of biological sex. The following hypotheses will seek to confirm the findings of previous research:

H1: Supervisors who display nonverbal immediacy will be perceived as more competent communicators by their subordinates.

The following two research questions will examine the impact of two variables, credibility and liking, on the subordinate's reported job satisfaction. Factors that influence job satisfaction are of great concern to organizations, which generally aim to retain employees and keep them satisfied. Previous research has examined the relationships between communication competence and job satisfaction, but relatively few studies have focused on the effect of credibility and liking on job satisfaction. The research generated by these two questions is beneficial because it will provide insight into factors that influence employee satisfaction, a factor known to influence retention rates.

RQ2: Is there a relationship between the subordinate's perception of his or her supervisor's credibility and the subordinate's reported job satisfaction?

RQ3: Is there a relationship between the subordinate's perception of his or her supervisor's liking and the subordinate's reported job satisfaction?

While some research has shown that subordinates are likely to reciprocate nonverbal immediacy behavior when it is demonstrated by supervisors, the biological sexes of the supervisor and subordinate have not been taken into account. This gap in the research can be resolved by examining whether there is more or less reciprocation when the supervisor-subordinate relationship is a male-female, female-male, male-male or female-female relationship. The following research question will address this problem:

RQ4: Is there a significant difference in a subordinate's reciprocation of nonverbal immediacy based on the biological sexes of the superior-subordinate relationship?

Finally, Teven (2010) suggested that the reciprocation of nonverbal immediacy could result in an employee preference for that type of communication. An increase in job satisfaction may follow if a supervisor continues to communicate with the subordinate in a nonverbally immediate manner. The following research question seeks to determine if there is a relationship between the reciprocation of displays of nonverbal immediacy and the subordinate's job satisfaction:

RQ5: Is there a relationship between subordinates' reciprocation of nonverbal immediacy and subordinates' reported job satisfaction?

IV. Method

Participants

Participants included 154 employees (46 male and 108 female) from varying organizations. Of these participants, 81 reported having a male supervisor, while 68 reported having a female supervisor. The age of the participants ranged from 21 to 76 years ($M=42.78$, $SD=14.43$). Participation was voluntary. No other

demographic data were collected.

Procedures

Participants were asked to complete a 143-item questionnaire online between the dates of May 9, 2014 and July 1, 2014. The full survey can be found in the appendix. The survey included demographic information that asked the participants age, biological sex and the biological sex of their supervisor. The biological sex of the participant and their supervisor was then used to code them into either a matched gender pair, where both the supervisor and subordinate is a member of the same biological sex, or an unmatched gender pair, where the supervisor and the subordinate are members of different biological sexes.

This survey tested the relationships among the six variables that were identified. These variables include nonverbal immediacy, reciprocity, job satisfaction, communication competence, liking and credibility. Existing scales were used to test each variable.

Instruments

Nonverbal immediacy was measured by the 36-item Nonverbal Immediacy Scale-Observer Report (Richmond, McCroskey & Johnson, 2003). A 5-point Likert-type scale (1 = never to 5 = very often) was used in the study. Cronbach's alpha for the current study was .90 ($M = 3.38$, $SD = .53$). Since the scale was reliable, responses to all items were combined to form one score for the nonverbal immediacy variable.

Reciprocity was measured by a 13-item variation of the Nonverbal Immediacy Scale-Observer Report (Richmond, et al., 2003). A 5-point Likert-type scale (1 = never to 5 = very often) was used in the study. The scale did not achieve good reliability and therefore was not included in further analysis.

Job satisfaction was measured by using the 8-item supervision and communication facets of the Job Satisfaction Survey (Spector, 1985). A 5-point Likert-type scale (1 = strongly disagree to 5 = strongly agree) was used in the study. Cronbach's alpha for the current study was .75 ($M = 3.46$, $SD = .74$). Because the scale was reliable, responses to all items were combined to form one score for the job satisfaction variable.

Communication competence was measured by the 35-item Communication Competence Scale (Wiemann (1977). A 5-point Likert-type scale (1 = strongly disagree to 5 = strongly agree) was used in the study. Cronbach's alpha for the current study was .98 ($M = 3.65$, $SD = .83$). Because the scale was reliable, responses to all items were combined to form one score for the communication competence variable.

Liking was measured by the 13-item Rubin's Liking Scale (Rubin, 1970). A 5-point Likert-type scale (1 = strongly disagree to 5 = strongly agree) was used in this study. Cronbach's alpha for the current study was .96 ($M = 3.48$, $SD = .93$). Because the scale was reliable, responses to all items were combined to form one score for the liking variable.

Credibility was measured by the 43-item scale for the measurement of ethos (McCroskey, 1966). A 5-point Likert-type scale (1 = strongly disagree to 5 = strongly agree) was used in the study. Cronbach's alpha for the current study was .97 ($M = 2.09$, $SD = .76$). Because the scale was reliable, responses to all items were combined to form one score for the credibility variable.

V. Results

RQ1 focused on the differences in nonverbal immediacy caused by the biological sex of the supervisor-subordinate relationship. In the current study, among participants who completed the entire survey, 56 participants reported being a member of the same biological sex as their supervisor (matched gender pair), while 41 participants reported being a member of a different biological sex than their supervisor (unmatched gender pair). A t-test was used to determine that there was no significant difference in the perceptions of nonverbal immediacy among the matched gender pairs and unmatched gender pairs.

H1 posited that supervisors who displayed nonverbal immediacy would be perceived as more competent communicators by their subordinates. A t-test was used to test this hypothesis. The p value was 0.00 and the Pearson correlation was .616. The present study showed that nonverbal immediacy and communication competence had a significant positive relationship. The data supports the suggestion that as nonverbal immediacy increases, perceived communication competence also increase.

RQ2 focused on the relationship between a subordinate's perception of his or her supervisor's credibility and the subordinate's job satisfaction. In the current study, the Pearson correlation was $-.703$ and the p value was 0.00. An inverse relationship was found between a subordinate's job satisfaction and his or her perception of their supervisor's credibility, therefore as the perceived credibility of the supervisor increases, the job satisfaction of the subordinate decreases.

A t-test was used to test RQ3, which concerned the relationship between the subordinate's perception of his or her supervisor's liking and the subordinate's reported job satisfaction. The results showed a positive correlation between the variables of liking and job satisfaction. The p value of the data was 0.00 and the Pearson correlation was .811.

RQ4 concerned the difference in reciprocation of nonverbal immediacy based on the biological sexes of the superior-subordinate relationship. The scale used to test reciprocation of nonverbal immediacy was not found to be reliable, and therefore could not be tested.

RQ5 focused on the relationship between subordinates' reciprocation of nonverbal immediacy and the reported job satisfaction of the subordinates. The scale used to test reciprocation of nonverbal immediacy was not found to be reliable, therefore it could not be tested.

VI. Discussion

The purpose of the current study was to better understand the relationships between nonverbal immediacy and biological sex, credibility, liking, job satisfaction and communication competence. These relationships have implications for professional organizations that seek to understand how they can encourage supervisors to interact with subordinates more effectively. While current research is relatively limited, this study provides four significant findings that can be used to better understand the supervisor-subordinate relationship in the workplace.

The first significant finding in this study was that subordinates recognize no significant difference in the nonverbal immediacy of their supervisors based on the biological sexes of the supervisor-subordinate relationship. Therefore, male and female supervisors have equal chances of communicating effectively with their subordinates. This finding supports current research by Teven (2007) that male and female supervisors are both capable of being quality leaders and the biological sexes of employees have no connection to who will be successful and who will be unsuccessful. This outcome bears important implications for organizations that may still consider biological sex an important factor in the instance of selecting an individual for a supervisory position. Organizations should not select or disqualify an individual from being a supervisor based on their biological sex.

The second major finding is that there is a significant positive correlation between nonverbal immediacy and communication competence. The findings of this study suggest that subordinates will perceive supervisors as more competent communicators when supervisors increase the quantity of nonverbally immediate behaviors in their communications. This result was anticipated to occur because communication competence includes the combining of gestures, linguistics and speech to accomplish a goal (Madlock, 2006b). The current research supports the findings of Chamberlin (2000), which showed that supervisors in an academic environment were considered more competent communicators when they decreased nonimmediate behaviors. This is also significant because it shows that at least parts of the research done on nonverbal immediacy in an academic setting may also be applicable to a professional business setting. These specific findings suggest that organizations should encourage supervisors to engage in more nonverbally immediate behaviors in order to be perceived as more competent by their subordinates. This can increase the effectiveness of communications and persuasive efforts of supervisors.

The third finding of the current research suggests there is an inverse relationship between credibility and job satisfaction, where credibility increases as job satisfaction decreases. There has been limited research on the relationship of credibility and job satisfaction, especially in the context of nonverbal immediacy. Despite limited research, the findings of this study were unexpected. Current research supports the notion that employees will perform at a higher level for supervisors they like and perceive as credible (Teven, 2010). Research also supports the idea that employees will perform at a high level when they are satisfied with their job and at a lower level when they are dissatisfied with their job (Gruneburg, 1971). Since employees perform at a high level for supervisors that are credible and well-liked, and employees typically only perform

at a high level when they are satisfied with their jobs, one could expect that a credible and well-liked supervisor would lead to job satisfaction.

One possible explanation for the inverse relationship between credibility and job satisfaction could be the involvement of nonverbal behavior or certain acts of nonverbal immediacy. Current research suggests that nonverbal behaviors that demonstrate dominance and superiority are correlated with a decrease in satisfaction (Teven, 2010). Therefore, it is possible that a supervisor who aims to demonstrate credibility through nonverbal behavior is unknowingly perceived as demonstrating dominance or superiority by their subordinates, resulting in decreased job satisfaction. Future research will be required to examine the inverse relationship further.

The fourth finding in the current study is a positive correlation between liking and job satisfaction, whereas liking increases, job satisfaction also increases. The current study supports research that shows nonverbal immediacy and liking are strongly correlated with successful communication, and successful communication positively influences overall job satisfaction (Hinkle, 2001; Madlock, 2006b). The findings of this study suggest organizations should not overlook the relationships between supervisors and subordinates, but take steps to ensure the relationships are positive and liking is present. This will increase the opportunities to reap the benefits of liking and job satisfaction, which include decreased opportunities for interpersonal conflict, reduced quantity of absent days an employee takes, reduced stress and increased commitment to an organization (McCroskey, et al., 1986; Winska, 2010).

VII. Recommendations for Application

Based on the findings of this research, several recommendations can be made to improve interpersonal relationships in the workplace. These recommendations are applicable to upper-level management who coordinate training programs for managers and are involved in hiring and promotion decisions as well as individual managers of all levels.

First, biological sex is not an important factor in determining the potential success of a manager. This study, as well as those before it, have demonstrated that women and men have an equal likelihood of becoming a successful supervisor (Teven 2007; Powell & Graves, 2006). Management should stress to their managers that biological sex is not a factor used in selecting an individual for a supervisory position. All employees that are in consideration for a supervisory role should be told this during interview stages. In addition to this, it would also be beneficial to assure them that their sex has no bearing on their potential for success. Each female and male supervisor has the potential to be great at managing their employees. Supervisors should be reminded of this potential to keep them from feeling discouraged based on their sex.

The implications of this information are applicable to a very broad audience: anyone who may become a manager in their lifetime. Therefore, it is recommended that students, especially those in business and management courses, also receive this information. This may be through professors or mentors in management trainee programs.

Second, based on the finding that nonverbal immediacy and communication competence have a positive relationship, organizations should introduce a way to teach managers to actively include nonverbally immediate behaviors in their interactions with subordinates. Every organization strives to have supervisors who are competent communicators. Multiple studies, including this one, have shown that an increase in nonverbal immediacy is positively correlated to an increased perception of communication competence.

It is recommended that management have a small workshop or webinar to demonstrate the concept of nonverbal immediacy to supervisors in their organization. Supervisors must be able to see the behaviors that are deemed nonverbally immediate and may be asked to demonstrate those behaviors in interactions in pairs so that they can get a feel for them. This may also help the behavior stick when they engage in real-life interactions with subordinates. Management may also opt to occasionally remind supervisors of these benefits through periodic emails or follow-up sessions with those supervisors. This will have a positive impact on the interpersonal relationships between supervisors and subordinates.

Third, it is recommended that managers are reminded to not demonstrate dominance to their subordinates as it may result in a decreased amount of job satisfaction. Since job satisfaction decreases as credibility increases, supervisors must make sure they walk the fine line of being perceived as honest, open and credible instead of dominant and superior. Subordinates should feel that their opinions are of value and they can approach their manager with questions and suggestions, which would not be possible with an especially dominant manager. This can also be incorporated into a workshop about nonverbal immediacy to ensure that nonverbal behavior is appropriate and will not have adverse effects on the interpersonal relationships among superiors and subordinates.

Again, business and management students would also benefit from this information. Since these individuals are still learning and training in potential management roles, they should be given the best information on how to effectively communicate with their colleagues. By teaching them effective communication at the onset of their careers, managers will become more competent, well-liked supervisors who do not demonstrate bad habits.

Finally, those managers who have displayed dominant or superior nonverbal behaviors and have experienced decreased job satisfaction among their subordinates as a result, may be able to benefit from the fourth finding. Since job satisfaction increases as liking increases, these managers may seek methods of increasing liking to salvage their employees' happiness. This information may also be used proactively to keep subordinates from initially becoming dissatisfied. If managers are able to be continuously perceived as well-liked by their subordinates, those subordinates will likely be more satisfied with their own jobs.

VIII. Limitations and Future Research

There are several limitations in the current study, the most significant of which is the imbalance of male and female respondents to the survey. While each biological sex was represented more equally in the gender of the supervisor, there were a larger number

of female respondents than male respondents. Many previous research studies on the topic of nonverbal immediacy have also experienced this limitation. In the future, a study with a more equal number of male and female participants will be necessary.

Another limitation of this study was the relatively small sample size. A larger sample size could be achieved by having a higher number of participants complete the entirety of the survey. Respondents were likely dissuaded by the length of the survey used in this study caused by the use of six scales to test the six different variables. Future research may wish to focus on a fewer number of variables in order to achieve a higher completion rate among participants.

A third limitation to the current study is the lack of a proven, reliable scale to test the reciprocation of nonverbal immediacy among participants. Since the variable of reciprocity has not been widely researched in communication studies dealing with nonverbal immediacy, a separate scale has not yet been developed. Previous studies have used a variation of the Nonverbal Immediacy Scale-Observer Report, but the current data found that scale to be unreliable. Future research will need to develop a scale to measure reciprocity in order to discover the relationship it has, if any, with nonverbal immediacy.

The current study also provides evidence that the relationship between nonverbal immediacy, credibility and job satisfaction warrants further research. In order to better understand the inverse relationship between credibility and job satisfaction, future studies are necessary to complete a more in-depth examination of these variables. These studies may examine the nonverbal methods that supervisors use to convey credibility to their subordinates and the role liking plays in the relationship.

Overall, this study expanded on the current research by confirming the findings of previous studies, such as those related to biological sex and the relationship between nonverbal immediacy and communication competence. In addition to this, the findings of this study contributed new results by demonstrating an inverse relationship between credibility and job satisfaction. The present study and future experiments will help researchers and organizational leaders better understand the subordinate-supervisor relationship in the professional workplace.

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